WARWICK BUSINESS SCHOOL
THE UNIVERSITY OF WARWICK

Warwick Business School
Undergraduate Exchange Student
Module Handbook: 2026 – 2027

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WBS Undergraduate Exchange Module Handbook

The WBS Module Handbook provides information regarding modules available to Exchange students at Warwick Business School (WBS). WBS welcomes 200+ exchange students annually, and while with us, you study modules alongside our full-time Undergraduate students.

We will do our best to help you register on your preferred modules, but we are unable to guarantee places on modules. Module registration is subject to availability and registration is not guaranteed.

Whilst every effort is made to ensure that the information presented in this module catalogue is current, there may be unavoidable changes during the academic year.

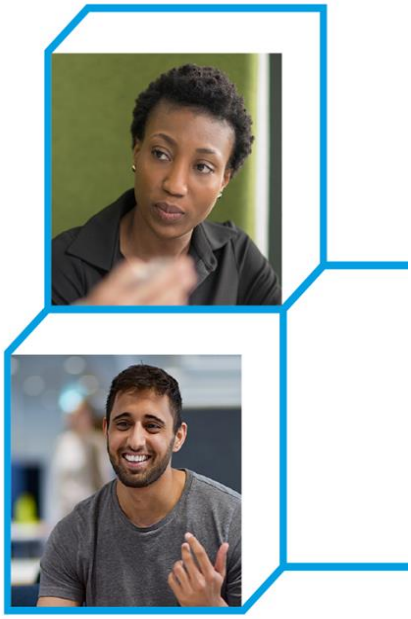
If you have any questions, please contact our friendly and experienced Undergraduate Programme team:

Email:
undergraduate@wbs.ac.uk
Tel:
+44(0)24765 24687

WBS Core Values

Warwick Business School is a world-class business school at the heart of a world-class university. We welcome students from all over the world. This wide range of cultures fuels our community and creates an exciting environment for diverse discussion and debate. Our unique core values provide a challenging and innovative learning culture that will prepare you for success in your future career and propel you towards your individual goals.

WBS Core values



Curiosity:

Learning as a way of life **– inquisitive, aware, engaged, connected**

Openness:

Cosmopolitan mindset, embracing diversity and different perspectives **– respectful, thoughtful, considerate, inclusive**

Restlessness:

Always challenging convention to find a better way **– questioning, reflecting, innovating, imagining**

Excellence:

Never compromising our high standards **– timely, prepared, responsible, ambitious**

Credit Accumulation and Transfer Scheme (CATS)

Warwick uses the **Credit Accumulation and Transfer Scheme** (CATS) to express credit weightings for each unit of learning.

Credit is a quantified means of expressing and measuring learning equivalence, awarded for the demonstrable achievement of learning outcomes. The University recognises credit as a means of measuring, describing and comparing learning achievement which sets out how much learning is required for each course and at what level. Warwick uses the Credit Accumulation and Transfer Scheme (CATS) to express credit weightings for each unit of learning. Credit is expressed in quantified form so that achievement in different contexts can be broadly compared in terms of intellectual depth (level) and relative volume (number of credits).

The CAT Scheme equates 1 credit (or credit point) with 10 hours of learning effort or notional learning time, used as a measure of volume. Notional learning time is the number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes. This might comprise a variable combination of contact time, (lectures, seminars, labs etc.) and self-directed learning time (background reading prior to classes, research for written assignments, completion of assessments and examination preparation).

Thus, a module allocated 15 credits or 'CATS points' should require students to commit approximately 150 hours of work to achieving the learning outcomes for the module.

In common with other UK universities, the University of Warwick equates 2 Warwick CATS credits to 1 European Credit Transfer System (ECTS) credit. For example:

15 CATS = 7.5 ECTS | 30 CATS = 15 ECTS
Modules are 15 CATS in WBS.

Credit Load

The course load for exchange students is the following for each **duration of study**:

Autumn Term only:	Minimum 45 CATS	(3 x 15 CATS modules)
	Maximum 60 CATS	(4 x 15 CATS modules)
Autumn and Spring Terms:	Minimum 90 CATS	(6 x 15 CATS modules)
	Maximum 120 CATS	(8 x 15 CATS modules)
Spring only:	Minimum 45 CATS	(3 x 15 CATS modules)
	Maximum 60 CATS	(4 x 15 CATS modules)
Spring and Summer Terms:	Minimum 45 CATS	(3 x 15 CATS modules)
	Maximum 60 CATS	(4 x 15 CATS modules)
Full Academic Year:	Minimum 90 CATS	(6 x 15 CATS modules)
	Maximum 120 CATS	(8 x 15 CATS modules)

In addition:

- You must be registered for a minimum of 3 modules per term (45 CATS) to ensure you meet the requirement to be considered a full-time student at Warwick.
- The **Summer Term** at Warwick is predominantly an assessment and examination term and very limited teaching takes place.

- Student studying at Warwick for the Full Year or Spring & Summer term must select **at least one module that has an in-person exam in the Summer Term.**
- Your home university should guide you on how many credits you must take in order to meet the learning requirements of your exchange.

Choosing Your Modules

WBS offers a diverse and exciting range of modules taught across 9 specialist Subject Groups, and while with us you'll be studying alongside our full-time Undergraduate students.
Our subject groups are:

- Accounting
- Behavioural Science
- Entrepreneurship & Innovation
- Finance
- Information Systems Management & Analytics
- Marketing
- Operations Management
- Organisation & Work
- Strategy & International Business

When considering your module choices, you might like to think about the following:

Pre-requisites: Some modules require a pre-requisite because it builds on prior learning. Check out the information on pre-requisites in the specific module pages below for guidance on prior learning requirements.

Taking modules with a different year code: Modules are coded by year, for example 2nd year modules are coded IB**2**XX and final year modules are coded IB**3**XX.

Size of module and timetable: The challenge of timetabling without clashes is something that we, along with all other departments, aspire to. Seminar timetabling processes attempt to accommodate the maximum number of people on a module, but naturally larger modules will have more seminar options. Although this should not be a key driver of module choice you should be aware that choosing a larger module can potentially give you more flexibility around seminars to help fit around other commitments.

Professional Body Exemptions: Exchange Students from overseas universities intending to take any finance and accounting modules need to be aware that completion of these modules at Warwick might not be recognised as appropriate qualifications by the relevant professional bodies in the students' home countries. This arises from the differences in accounting practices between the UK and other countries. Should you require exemptions you will need to liaise with your external provider to verify exemptions.

Teaching and Assessment

Teaching method: WBS is proud of the innovative methods of teaching employed by many of our academic staff. Acting skills, simulation and role play feature in some modules.

Teaching term: You must check the module is running during the period you are studying with us. Term 1 modules run during Autumn Term and Term 2 modules run during Spring Term. Some modules are only available to study if you are with us for the full academic year. It is important to check whether a module is available for your duration of study.

Assessment Methods: There may be more than one assessment method listed for some modules. As an exchange student, you are required to register for the assessment method associated with your duration of study, as set out in the module information contained in this Handbook.

If you are not sure whether you have selected the correct assessment method, you can ask a member of the Undergraduate Team to check after you arrive.

Part-Year students must take the assessment method specified for their length of study at Warwick. **No exceptions can be made to the type of assessment taken or the credit attached to the module.**

Students studying at Warwick for the Full Year or Spring & Summer Term must select assessment methods **which include at least one in-person exam in the Summer Term.**

Assessment: While this should not be the only thing you consider, you may want to consider the assessment methods (exams, coursework, continuous assessment, group work etc.) of modules and what best supports your preferred learning style.

Yourself and your future

Your interests and your strengths: Which modules have you studied already at your home University, and which did you enjoy most or do well in? Is there a pattern to this? Where you have not met your own expectations, is there a reason which relates to the structure or style of the module and the way you have responded? Is there a module Warwick excels in that is not offered at your home University?

Theme or career: An interest in a particular subject might lead you to choose certain modules along a theme. Module offerings from each WBS Teaching Group can have common interests, for example Behavioural Science or Entrepreneurship.

Balance your time: Do think carefully about when you take modules and how you will balance your workload. When do assessments fall? How much group work is involved? Think about how you will make sure that your workload is manageable across the study period.

Don't forget …

Have a Plan B: Although we strive to avoid it wherever possible, some modules may be over-subscribed and it may be necessary to select alternative modules. What are your second-choice modules? Which other modules could complement your pattern of study?

Talk it through: Talking things over is useful, and academic help and guidance on building your perfect Learning Plan is available from your Inbound Year Abroad Co-ordinator, Dr Manuela Galetto (Manuela.Galetto@wbs.ac.uk). If you would like any academic guidance, do contact Manuela, who you will meet at the Welcome session. On arrival, you'll also be allocated a Personal Tutor who can assist you with academic guidance.

Unusual Options

What is an Unusual Option?

An Unusual Option is any module that is taken from a department outside of Warwick Business School. This can also be referred to as 'non-base' or 'external'.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Can I take Unusual Options? How many?
Less than 50% of your modules can be from external department per term. This means you should always take more than 50% of your modules from WBS if WBS is your home department.

How do I request an Unusual Option?
If you would like to choose a module in an external department (outside WBS) you will need to complete an *'Unusual Option Form'* on your arrival at WBS. This needs to be approved by the other department and it is your responsibility to ensure the assessment method is correct. The form can be obtained online (the link is found in the welcome email you receive from WBS) and the department running the module is required to complete this form.

How do I complete my module application with an Unusual Option?
On your module application on my.wbs you should select the Unusual Option code which is listed under your modules. You do not need to enter details of what the Unusual Option is at this stage – this will be completed on your Unusual Option form.

If you apply for an Unusual Option but are then unable to complete the option you had wanted (either because it is no longer available in the other department or because you change your mind) you will be able to choose another WBS module before module applications close at WBS. Check with WBS Undergraduate Office for when module applications close each term as the time would vary.

Can I study anything at all? How do I find out about modules I can study?
Other Warwick departments are able to tell you about the modules they offer to students external to their department so you should contact their Undergraduate teams directly. Some departments that WBS students have studied with before include (but are not limited to):
IATL (Institute for Advanced Teaching and Learning): see
https://warwick.ac.uk/fac/cross_fac/iatl/study/
Economics: see https://warwick.ac.uk/fac/soc/economics/about/contact-us/
PAIS (Politics and International Studies): http://www2.warwick.ac.uk/fac/soc/pais/people/
Law: https://warwick.ac.uk/fac/soc/law/

Are there any restrictions to which external departments I can register modules with?
WBS does not have any restrictions, but you must obtain approval from the external department prior to registering for the module. You will want to check:

- The period of study the module is available for, and whether there is an appropriate assessment method for your duration of study;
- whether the external department will permit you to register on a module;
- whether there is space on the module;
- whether you meet any pre-requisite entry requirements of the module;
- what you need to do to register formally on the module.

You will then need to follow the instructions on how to register for an 'Unusual Option' to finalise your course selection.

Is there anything else I should consider when applying for an Unusual Option?
Be aware that by studying in a different department you may experience different teaching styles, different student support and different assessment requirements, which you will need to adapt to. You will submit assignments to other departments through different systems (not my.wbs) so will need to allow time to get up-to-speed with their systems too.

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Be aware that if you are taking modules that are aimed at different year groups (for example if you are a finalist and are taking modules aimed at 2nd year students), if the module has an exam, your exam may be timetabled at a different time to the rest of your exams.

Pre-Requisites

What is a pre-requisite?
A pre-requisite is a requirement that needs to have been fulfilled before you can register on a module, for example a specific level of prior learning you must have studied in order to successfully follow a module.

Why do some modules have pre-requisites?
Modules that have pre-requisites require that you've studied previous modules/courses, as the module builds on the prior learning and the pre-requisites ensure that you will have enough existing knowledge or understanding of the subject to be successful on that module.

How can I find out which modules have pre-requisites?
The WBS Exchange Student Module Handbook will provide pre-requisite information for each module.

Academic Guidance

Exchange students have access to a wide range of support for academic guidance.

Your Inbound Exchange Co-ordinator:
Dr Manuela Galetto is the Inbound Exchange Co-ordinator for WBS, and is on hand to provide dedicated support and academic guidance throughout your studies at WBS. If you would like assistance or advice in selecting modules or building your perfect learning plan, contact Manuela on mailto:Manuela.Galetto@wbs.ac.uk.

Your Personal Tutor:
On arrival, you will be allocated a Personal Tutor. Becoming part of the learning community at Warwick and making the most of your studies brings lots of opportunities, new ways of working, and sometimes challenges that your Personal Tutor can guide you on. Personal tutoring is one of the ways in which the University builds a learning community and supports your learning development.

Personal Tutors are academic staff whose key responsibilities in this role are to be an accessible and approachable departmental point of contact. They aim to provide responsive academic and routine wellbeing support and guidance that supports your learning development and experience.

Typical things you might want to discuss with your Personal Tutor include:

- Making the transition into your exchange studies at WBS.
- Tips on how to feel part of your department, your knowledge of discipline(s) and the wider university.
- How to develop your skills and abilities as an independent learner.
- Advice on any learning feedback you have received or about how to develop your academic performance.
- Advice on where to find out about development opportunities and other sources of support (including wellbeing) which you might need.

Module Leaders:
Every module has a Module Leader. The Module Leader is responsible for ensuring that the module is taught and assessed to the highest academic standards, with up-to-date and relevant course material. Module Leaders bring all elements together into a rewarding and productive educational experience. If you have any questions on specific modules, contact the Module Leader for guidance.

WBS Module Application and Registration System

Offer holders will be contacted prior to their arrival at WBS to organise module registration. They will receive information and guidance via email regarding module selection and application. Offer holders will be able to apply for WBS modules in advance of arrival, and all non-WBS module applications can be organised on arrival with the respective department.

Glossary of Terms

Academic Credit (CATS)
Credit (CATS) is a measure of the quantity of learning contained in a module or course. Students are awarded credits when they complete and pass a module and achieve the learning outcomes at a threshold level. The number of credits awarded is the same for every student who passes the module and extra credits cannot be given to reward good or excellent performance. The level of achievement in a module - how well a student has done - is captured in the module mark.
Credit does not tell you how "difficult" a module is - this is captured by the level of the module (IB1xx, IB2xx etc.).

Assessments
Every module is approved with a set of characteristics, including a specified credit weight, defined intended learning outcomes, and assessment methods (which may include a choice of assessment methods).
The achievement of learning outcomes is tested and measured by one or more assessment tasks; a module might have only one piece of assessment (for example a written exam or a long essay), or a module may be assessed by a number of different assessment tasks (for example a group work presentation and a class test, or an assessed essay and an exam etc.).

Standard Assessments
Standard Assessments are assessment methods that have been formally approved for all students undertaking the module. This assessment method must be selected unless an exchange student cannot complete the normal assessment tasks due to the duration of their study period.

Exchange Non Summer Assessments
Exchange Non Summer Assessments are alternative special arrangement assessment methods that have been formally approved for inbound exchange students who study at the University for part of a year, in instances where the student cannot follow full modules and complete the normal assessment tasks under the Standard Assessment Method.
For example, a student who studies at Warwick for Autumn term only, Autumn + Spring, or Spring term only, will be unable to sit the Summer term examination, and so an alternative ‘Exchange Non Summer Assessment’ method is required.

CATS
Warwick uses the Credit Accumulation and Transfer Scheme (CATS) to express credit weightings for each unit of learning.

Course
A coherent programme of study leading to a named qualification/award. Includes degrees, diplomas, certificates. Courses are made up of modules.

Department
An academic department is a division of a university or school faculty devoted to a particular academic discipline. WBS is a department of the University of Warwick.

Exchange Student
A student that temporarily attends a university in a different country, while a student from that university switches places with them. There must be a reciprocal exchange agreement in place between both universities, and the students will return to their main university of study at the end of the reciprocal exchange programme. The students are fully enrolled in classes for one term to one academic year, but are not admitted to the university in a degree-seeking status.

Faculty
An academic faculty is a division of a university devoted to a particular academic discipline. WBS resides in the Faculty of Social Sciences.

HE
HE stands for “Higher Education”. The University of Warwick is a higher education institution.

Lectures and Seminars
Students will typically be taught via a mixture of lectures and seminars. Lectures tend to be in larger groups, typically in groups of 200 - 450, and seminars (alternatively known as tutorials) are classes taught in smaller groups of around 20. You will have around 15 hours of contact time each week, and on top of this will be expected to complete around 20 hours of independent study. Independent study may include preparing for seminars and lectures by reading set texts or working through problem sets, participating in group work, writing essays and reports as well as revising for tests and examinations.

Module
A block of study leading to specified learning outcomes which are assessed. Modules are allocated credit points based on the notional amount of student learning time. Examples of our modules are ‘*Project Management’*, or ‘*International Business Strategy*’.

Module Leader
Module leaders are responsible for the academic quality, management and delivery of their assigned module.

my.wbs
my.wbs is Warwick Business School’s online learning environment for students.

National Qualifications Framework (NQF) Level 4
Level 4 ("certificate") is equivalent to the first year of a full-time undergraduate degree.

National Qualifications Framework (NQF) Level 5
Level 5 ("intermediate") is equivalent to the second year of a full-time undergraduate degree.

National Qualifications Framework (NQF) Level 6
Level 6 ("honours") is equivalent to the third/final year of a full-time undergraduate degree.

Pre-requisites
A pre-requisite is a requirement that needs to have been fulfilled before you can register on a module, for example a specific level of prior learning you must have studied in order to successfully follow a module.

Term
The academic year is split into three 10-week terms at Warwick, starting in the autumn: see the University term dates. They are referred to as Autumn Term (10 weeks), Spring Term (10 weeks) and Summer Term (10 weeks).

Visiting Student
A student that temporarily attends a university in a different country outside of an exchange agreement. The students will return to their main University of study at the end of the Visiting programme. The students are fully enrolled in classes for one term to an academic year, but are not admitted to the university in a degree-seeking status and are subject to Warwick tuition fees.

WBS
WBS stands for 'Warwick Business School.' WBS is an academic department of the University of Warwick.

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WBS Exchange Module Catalogue

IB2070 Mathematical Programming 2

Teaching Term(s): Autumn

Standard Delivery:
2 hour per week (10 weeks) live lectures

Module Level: 5 NQF (Intermediate)

Module Leader
Bo Chen (Biography)
Professor
ISM-Analytics (ISMA) Group

Tel: +44(0) 24 765 24755
Email: Bo.Chen@wbs.ac.uk
Room No: WBS 0.212

Pre-requisites
This module addresses further theoretical and practical problems of mathematical programming. Students must have existing knowledge of linear programming.

Module Overview
This module together provides an exciting path to the world of Operational Research, Management Science and Analytics. During the course of the module, students will find out "where" (applications), "what" (knowledge) and "how" (skills) about the subject area.
This module addresses further theoretical and practical problems of mathematical programming, based on the prerequisite knowledge of linear programming and the duality theory. It provides an introduction to the world of discrete and non-linear optimization with coverage of application context, theoretical basis and methodological skills.

Syllabus
This module covers the following topics:

- linear programming problems with integer variables
- the branch-and-bound algorithm
- dynamic programming
- network optimization
- approximation algorithms
- convexity analysis

Learning Outcomes and Objectives
On successful completion of this module, you will be able to:

- Identify the business problems that can be modelled using optimisation techniques and formulate them in a suitable mathematical form;

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Apply optimisation techniques to the solution of the problems using spreadsheets and other appropriate software;
Report on the meaning of the optimal solution in a manner suited to a business context;
Analytically solve optimization problems;
List and challenge the assumptions underpinning each of the key models studied. Reflect critically on the limitations of each of the models studied;
Report on the meaning of the optimal solutions in a manner suited to a business context;
Model a business optimisation problem and construct spreadsheets to solve an optimisation problem.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	10	10	Not available	Not available	10
Assessment description	Exam (Online) 100% Exchange students will join January Online Exam.			Exam 100%	

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Recommended references:

Wayne Winston, Operations Research: Applications and Algorithms, 4th Ed., Cengage Learning, 2022
Frederick Hillier and Gerald Lieberman, Introduction to Operations Research, 11th Ed., McGraw-Hill Education, 2021
Bernhard Korte and Jens Vygen, Combinatorial Optimization: Theory and Algorithms. 6th Ed., Springer, 2018

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IB2300 Powerful Accounting: Critical Perspectives

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Ruowen Xu (Biography)
Associate Professor
Accounting Group

Tel: +44(0) 24 765 74470
Email: ruowen.xu@wbs.ac.uk
Room No: WBS 1.118

Pre-requisites
Exchange students who are interested in registering for this module should have completed a basic level of accounting course at their home institution. They are expected to have a good understanding of the introduction and foundations of accounting.

Module Overview
Accounting makes organisations possible and underpins the smooth running of markets. It shapes how we act and what we value. Living in a world influenced by the products of accounting, and using accounting information well, requires critical reflection. In this module we draw on theories, concepts and empirical material to develop your critical understanding of the power of accounting. We explore, through weekly readings and an assessed essay, how accounting (including standard-setting) works and changes. We investigate its impacts on us, what it enables in economies and societies and what can and does go wrong (how scandals are possible) as well as what needs changing to deal with current challenges.

Syllabus
This module covers the following topics:

- Introduction: why context matters
- Accountability
- Normative accounting theory and conceptual frameworks: truth and judgement
- Normative accounting theory: the legitimacy of the IASB
- Normative accounting theory: changes and tensions
- Professionalisation: audit - commerciality and the public interest
- Positive accounting theory: vested interests and financial reporting
- Disciplinary power of accounting
- Sustainability reporting (extended accountability)
- Conclusion and counter-accounts

Learning Outcomes and Objectives
By the end of the module students will have developed their understanding of:

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

the contingent nature of accounting information and regulation, through engaging with the importance of understanding the historical, social, economic and political nature of accounting.
the impact of financial reporting and management accounting numbers (including issues in Audit and Sustainability Reporting).
the basic elements of normative, positive and critical theory (in accounting).
the need to contextualize technical accounting information in order to interpret it.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

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IB2320 Management Accounting for Decision Making and Control

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour live revision lecture
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Darren Sparkes (Biography)
Associate Professor
Accounting Group

Tel: +44(0) 24 761 51460
Email: Darren.Sparkes@wbs.ac.uk
Room No: WBS 1.121

Pre-requisites

This module expands on the basic principles of management accounting. Exchange students who are interested in registering for this module should have completed a basic level management accounting course at their home institution. They are expected to have a good understanding of topics including costing systems (Absorption, ABC, Marginal costing) basic standard costing and variance analysis, investment appraisal and budgeting.

Module Overview

Welcome to Management Accounting for Decision Making and Control This module is designed to build on your first-year studies in management accounting by exploring further issues in providing key information for planning, decision making and control within a variety of organisational contexts.

Syllabus

This module covers the following topics:

- Short and long term decision making
- Organisational Planning and Control
- Performance Measurement and Management
- Management Accounting and the modern business environment

Learning Outcomes and Objectives

The module will build on core concepts introduced in IB146 Accounting for Business, IB116 Foundations of Management Accounting, IB133 Foundations of Accounting, and IB2D3 Accounting in Practice and will further students' understanding of how accounting is used within organisations for the planning, control and evaluation of activity with a special focus on the manager's role.

The module will cover technical issues in cost management and performance measurement systems, and wider issues concerning the role of management accounting in shaping management structures and decisions in manufacturing and service contexts. The module is also relevant for profit, not-for-profit, public and private sector organisations. It will draw on recent

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research to explain how accounting systems are designed and function in different organisational and social contexts.
The module aims to develop both a technical and critical appreciation of management accounting and an understanding of its strengths and limitations. A key emphasis will be on application, for example, the intelligent use of the information available to managers to aid their decisions and to evaluate the performance of business units and individuals within them.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Presentation 20%			Exam 80% Group Presentation 20%	

Bibliography

Required (Core) Text:

Drury, C., (2021), Management and Cost Accounting (11th Edition), Cengage Learning, Hampshire.

Other Useful Texts:

Drury, C. (2021) Management Accounting for Business (11th Edition), Thomson Business Press, London.

Bhimani, A., Horngren, C.T., Datar, S. M. and Rajan, M (2015) Management and Cost Accounting (6th edition), Prentice Hall, London.

Seal, W., Garrison, R. H. and Noreen E. W. (2006) Management Accounting, McGraw-Hill, Berkshire.

Bhimani, A. (2006) Contemporary Issues in Management Accounting, Oxford University Press, Oxford.

Hopper, T., Northcott, D. and Scapens, R. (2007) Issues in Management Accounting, Prentice Hall, London.

Chapman, C. S. (2005) Controlling Strategy: Management, Accounting and Performance Measurement, Oxford University Press, Oxford.

Grey, S. J., Salter, S. B. and Radebaugh, L. H. (2001) Global Accounting and Control: A Managerial Emphasis, Wiley, New York

Current research may also be found in such journals as Management Accounting Research (MAR, UK); Journal of Management Accounting Research (JMAR, US); Journal of Cost Management (JCM, US); Accounting Organisations and Society (AOS); Critical Perspectives in Accounting (CPA); Harvard Business Review (HBR), Information and Organization (IO) and Accounting Auditing and Accountability Journal (AAAJ). Accounting Historians Journal (AHJ), Practitioner's articles may also be found in the CIMA journal Financial Management and in the US journal Management Accounting.

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IB2330 Financial Reporting 1

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live online lecture
1 x 1 hour per week (10 weeks) face to face lecture
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Jodie Lucas (Biography)
Associate Professor
Accounting Group

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Email: Jodie.Lucas@wbs.ac.uk
Room No: WBS 1.121

Pre-requisites

This module assumes the following basic financial accounting knowledge:

- The nature and purpose of financial accounting and reporting, the external users
- The primary financial statements – the statements of profit or loss and financial position (for sole traders and companies) and the statements of changes in equity and cash flows (for companies)
- Double-entry bookkeeping
- Accounting for depreciation, accruals and prepayments, irrecoverable (bad) debts and allowances for receivables
- Underpinning concepts and principles (business entity, accruals, historical cost, going concern, etc.)
- Basic understanding of the need for international corporate reporting regulation and the sources of regulation
- Interpretation of financial statements – including horizontal, trend and vertical analyses and ratio analysis

Before the module starts, **all students are recommended** to obtain the required textbook (see reading list tab) and revise the material in Chapters 1 and 5 and work through the end-of-chapter questions.

Module Overview

This module aims to provide students with an understanding of some of the major theories of accounting, the regulatory environment for financial reporting, and the techniques underlying current reporting practice. It will also enable students to prepare, read, critically evaluate and interpret published financial statements, assess profit performance and understand the information requirements of investors and a wider stakeholder group.

Syllabus

Specific topics covered in the module are:

The underpinning conceptual framework

- The objectives of financial reporting and the qualitative characteristics of financial information
- The IASB's Conceptual Framework

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

The elements of financial reporting and their recognition and presentation
Measurement in financial reporting

The regulatory framework of financial reporting
Statutory legislation – UK Companies Acts and EU legislation
True and fair
The IASB and international financial reporting standards (IASs and IFRSs)

The information needs of a wider stakeholder group
An introduction to corporate governance
Ethics in financial reporting

Published financial statements and accounting regulation
The format of published accounts, accounting policies and disclosure
Reporting performance – discontinued operations, estimates and judgement
Accounting for assets - property, plant and equipment, investment property, inventories, held for sale assets, leased assets
Assessing performance – measures used by investors including earnings per share, operating segment analysis

Learning Outcomes and Objectives

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

Subject knowledge and understanding
Demonstrate an understanding of the regulatory framework of financial reporting, the conceptual framework, the characteristics of high-quality financial information and the significance of different measurement models.
Demonstrate an understanding of the information needs of all stakeholders including issues relating to corporate governance, sustainability and ethics.
Demonstrate detailed knowledge of published financial statements formats, disclosure and the regulations, concepts and conventions used in preparing statement of profit or loss entries.
Understand how to evaluate and interpret published earnings measures and the information requirements of the investor.

Subject skills
Demonstrate technical skills related to the preparation and interpretation of published financial statements.
Apply techniques of financial statement analysis for the investor and other business stakeholders.

Cognitive skills
Assess the nature of accounting information and describe the relationships between different types of financial statements and accounting numbers.
Understand the theoretical basis for accounting and the effect this has upon accounting practices.
Critically evaluate and interpret accounting numbers and the use of accounting policies.
Recognise the political context of accounting regulation and accounting standard setting.
Demonstrate analytical and problem-solving skills.

Key skills
Demonstrate written communication skills.
Demonstrate team work and oral communication skills.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

Core text:

International Financial Reporting and Analysis – 9th Edition by Petra Inwinkl, Giovanna Michelon, Martin Hoogendoorn, Ann Jorissen, Collette Kirwan, Carien van Mourik, David Alexander. Please note free access to the online, adaptive version, of this core text may be made available at the start of the module.

Other useful texts:

Alexander, D., Britton, A., Jorissen, A., Hoogendoorn, M. and van Mourik, C. (2017), International Financial Reporting andAnalysi s, 7th edition, Cengage Learning

Elliott, B. and Elliott, J. (2017), Financial Accounting and Reporting, 18th edition, FT Prentice Hall

Maynard (2017, 2nd edition), Financial Accounting, Reporting and Analysis, OUP

Other relevant resources:

Students are also encouraged to refer to relevant journal articles. Some of the useful journals are: Economia (UK); British Accounting Review (UK), Accounting and Business Research (UK), Journal of Business Finance and Accounting (UK), Journal of Accountancy (US); The Accounting Review (US); Journal of Accounting Research (US).

Web-based resources:

An electronic version of International GAAP from Wiley (available from library online resources)

Regulatory organisations and other useful accounting websites:

http://www.ifrs.org The International Financial Reporting Standards Foundation and the International Accounting Standards Boards

http://www.frc.org.uk The Financial Reporting Council

http://www.fasb.org/ The US Financial Accounting Standards Boards

http://www.icaew.com The Institute of Chartered Accountants in England and Wales

http://www.accaglobal.com/ Association of Chartered Certified Accountants

http://www.cimaglobal.com/ Chartered Institute of Management of Accountants

http://www.icas.org.uk/ Institute of Chartered Accountants of Scotland

http://www.accountingweb.co.uk Accounting news site

http://www.iasplus.com Useful summaries of international financial reporting standards

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

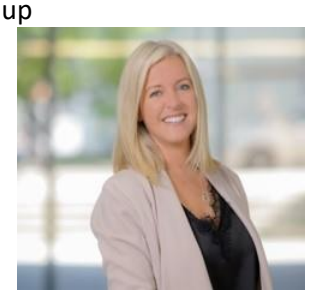
IB2340 Financial Reporting 2

Teaching Term(s): Spring

Standard Delivery:
1 x 2 hours per week (10 weeks) face to face lectures
1 x 1 hour live revision lecture
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Jodie Lucas (Biography)
Associate Professor
Accounting Group



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Room No: WBS 1.121

Pre-requisites

Exchange students should have the essential pre-requisite knowledge of:

- Basic financial accounting, including preparation of the four main financial statements for companies in international format – the statements of profit or loss, changes in equity, financial position and cash flows – plus their interpretation using a variety of techniques, not limited to ratio analysis
- The framework of international corporate reporting – 'true and fair' (fairly stated), the IASB, international financial reporting standards, the IASB's Conceptual Framework
- Underpinning issues in international financial reporting – principles-based framework, 'standard over form', use of estimates and judgements, materiality
- Measurement in financial reporting – alternative bases, fair value including IFRS 13

It would also be useful to have an understanding of the following:

- The published annual report and financial statements – understanding of its content and the rules and regulations which govern these – including IAS1
- The statement of profit or loss including accounting for discontinued operations, one-off, unusual items and operating segments
- Revenue recognition (IFRS 15)
- Earnings per share – calculations and disclosures

Module Overview

To build upon Financial Reporting 1. To develop the ability to prepare, critically evaluate and interpret detailed information to be included in published financial statements. To develop students' understanding of the theories of accounting, the regulatory environment for financial reporting, and the structure of group financial statements.

Syllabus

Published financial statements and the application and evaluation of global financial reporting regulation

Topics from:

- Conceptual framework / Measurement in financial reporting

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Intangible assets
Impairment
Recognition of revenue
Earnings per share
Provisions and contingent liabilities and assets
Financial instruments
Statement of Cashflows revisited

The definition of the reporting entity and preparation of group financial statements

The concept of control, group structures, consolidation after the date of acquisition, shares, reserves, fair value, equity accounting, levels of aggregation.
Special purpose entities, joint arrangements and off balance-sheet finance.

Current developments in financial reporting.

Learning Outcomes and Objectives

By the end of the module, you should be able to:

Subject knowledge and understanding

Demonstrate detailed knowledge of published financial statements formats, disclosure and the underpinning concepts used in preparing key financial statement entries.
Discuss how to evaluate published earnings measures.
Explain the definition of the reporting entity, the concept of control, levels of aggregation of accounting information and off-balance sheet activities.
Demonstrate knowledge of the concepts and conventions in the preparation of group financial statements.
Demonstrate awareness of current developments in financial reporting theory and practices.

Subject specific skills

Technical skills related to the preparation and interpretation of published group financial statements.
Critically evaluate financial reporting regulations.

Cognitive skills

Assess the nature of accounting information and be able to describe the relationships between different types of financial statements and accounting numbers.
Understand the theoretical basis of accounting and the effect this has upon accounting practices.
Critically evaluate and interpret accounting numbers and the use of accounting policies.
Develop and demonstrate analytical, and problem-solving skills.

Key skills

Develop and demonstrate written communication skills.
Develop and demonstrate team work and oral communication.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 100%			Exam 100%	

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Bibliography

Core text:

International Financial Reporting and Analysis – 9th Edition by Petra Inwinkl, Giovanna Michelon, Martin Hoogendoorn, Ann Jorissen, Collette Kirwan, Carien van Mourik, David Alexander. Please note free access to the online, adaptive version, of this core text may be made available at the start of the module.

Other useful texts

- Maynard, (2017 2nd edition), Financial Accounting, Reporting & Analysis, OUP
- Alexander, D., Jorissen, A., Hoogendoorn, M., van Mourik, C. and Kirwan, C. (2020), International Financial Reporting and Analysis, 8th edition, Cengage Learning
  Elliott, B. and Elliott, J. (2022), Financial Accounting and Reporting, 20th edition, FT Prentice Hall

Other relevant resources:

Students are also encouraged to refer to relevant journal articles. Some of the useful journals are: Economia (UK); British Accounting Review (UK); Accounting, Organizations and Society (UK); Accounting and Business Research (UK); Journal of Business Finance and Accounting (UK); Journal of Accountancy (US); The Accounting Review (US); Journal of Accounting Research (US).

Web-based resources:

An electronic version of International GAAP published by Ernst & Young LLP available from library online resources.

Regulatory organisations and other useful accounting websites:

http://www.ifrs.org The International Financial Reporting Standards Foundation and the International Accounting Standards Boards
http://www.frc.org.uk The Financial Reporting Council
http://www.fasb.org/ The US Financial Accounting Standards Boards
http://www.icaew.com The Institute of Chartered Accountants in England and Wales
http://www.accaglobal.com/ Association of Chartered Certified Accountants
http://www.cimaglobal.com/ Chartered Institute of Management of Accountants
http://www.icas.org.uk/ Institute of Chartered Accountants of Scotland
http://www.accountingweb.co.uk Accounting news site
http://www.iasplus.com Useful summaries of international financial reporting standards

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IB2370 Business Law 2

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Robert Poole (Biography)
Senior Teaching Fellow
Accounting Gruop

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Pre-requisites

Exchange students who are interested in registering for this module MUST have completed a module that covers the English legal system and the principles of contract formation under UK law, at their home institution.

This module is only available to exchange students whose duration of study is Autumn + Spring or Full year. Exchange students must take IB2C1 in the Autumn term before taking this module in the Spring term.

Module Overview

To understand the basic concepts and principles of contract law and the importance of contract formation in the business world.
To gain an in depth understanding of: Duress, Misrepresentation and Mistake.
To introduce students to the basic concepts of the tort of negligence.
To understand what a claimant has to prove to succeed in a negligence claim and to recognise and understand the main defences to a claim in negligence.
To understand the principles imposing liability for professional negligence.
To develop legal skills including analysis of legal problems, and problem-solving techniques which can be applied to analyse a range of hypothetical problems.
To gain experience in preparing and presenting legal arguments.
To develop an ability to evaluate and criticise legal principles.

Syllabus

The module includes the following:

Contract Law**:**

The use and control of exclusion clauses.
The need for consensus ad idem in contract formation and the affect of mistake, misrepresentation, duress and undue influence.
The various methods of discharging a contract.
Contractual remedies, including damages, specific performance and injunctions.

Tort Law**:**

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

The rules required to prove the tort of negligence - duty of care, breach and damages.
Contributory negligence and volenti non fit injuria.
The importance of vicarious liability.
The rules on economic loss and financial loss due to negligent mis-statements.
Liability for professional negligence - accountants, solicitors, surveyors.

Learning Outcomes and Objectives

By the end of the module students should be able to:

Understand the basic principles and theories underlying the law of contract.
Understand the basic theories and principles underlying the law of tort.
Analyse legal problems.
Conduct research using official sources of legislation and case law.
Prepare and present legal arguments for both sides of a legal dispute.
Evaluate and criticise current law and reform proposals.
Analyse texts and oral presentations.
Communicate complex ideas effectively.
Test and refine hypotheses.
Conduct independent research of set issues using library and electronic sources.
Present reasoned arguments orally and on paper.
Work in teams to prepare and present case-studies.
Support arguments by reference to appropriate sources.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	Not available	Not available	15
Assessment description	Individual Assignment 100%			Exam 100%	

Bibliography

Lucy Jones, Business law, 2019, Oxford.

Illustrative Reading:

Stephen Judge, Law for Business Students, 2006, Palgrave.
Smith & Keenan English Law , 2002, Pitman Publishing.
George Applebey Contract Law , 2003, Sweet & Maxwell.
David Kelly & Ann Holmes Principles of Business Law , 2001, Cavendish Publishing Limited.
Chris Turner & Sue Hodge Unlocking Torts, 2004, Hodder & Stoughton

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IB2400 Managing Work and Employment

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Deborah Dean (Biography)
Associate Professor
Organisation and Work Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
Work is central to our lives and this module provides an introduction to the field of employment relations. The employment relationship is studied within a broad political, historical, economic and social context, with a primary focus on the UK and secondary focus on the US and other countries. Students develop familiarity with the academic discussions around the key issues affecting the contested ordering of working life. The module enables understanding of the changing roles played by different participants in the 21st century workplace and how these are affected by outside the workplace. This understanding is framed by the major theories and concepts involved in shaping and making sense of the employment relationship.

Syllabus
Introduction to the Employment Relationship: What is the employment relationship and why is it important that we understand it in order to manage it effectively and with more nuanced consideration; employment and society, the peculiarity of the employment contract.
Context, History, Perspectives: Relevance of national contexts and their histories in understanding contemporary employment relations; analytical perspectives on the employment relationship - different ways of 'seeing' the social facts discussed in Lecture 1; power and ideology.
Co-operation and conflict: What is consent at work? Is conflict an inherent feature? Individual and collective focus; strikes and discussion of other expressions of conflict. Debates about the employment relationship as a series of structured antagonisms, where cooperation may be as common as conflict.
Managers: Key theoretical and conceptual positions on the management of employment relations in both private and public sectors. How and why do they differ? Sources of power, legitimacy and constraints. Key theoretical and conceptual positions on the management of employment relations in both sectors.

Employees: Who are employees/workers and do they - can they - have the same ER interests? What is left behind and what is taken with you in the workplace; how are 'interests' defined. Changing labour market trends and employment contracts and working conditions.
Trade unions and the State: Trade unions as representatives of the interests of employees (which ones?). Why people join and don't join, why employers listen and don't listen. The State as a political actor, economic manager, legal regulator.
Equality and Inequality: Advantage and disadvantage in the workplace in relation to social groups; equality legislation and policies; 'managing diversity'.
Participation, Involvement and Voice: Workplace decisions affect employees and managers - who is part of making decisions and to what extent? Key issues around the extent to which workers have a voice in managerial decision-making.
Pay: What are the purposes of 'pay'? How and why does it vary between jobs, organisations, sectors and individuals?
Overview and essay skills: Overview of key themes across module, connections between the weekly topics and guidance on assignment and expectations of markers.

Learning Outcomes and Objectives

Students learn how to analyse the employment relationship, which will enable them to be better and more effective managers. They will develop familiarity with the academic discussions around the key issues affecting the contested ordering of working life. The module enables understanding of the changing roles and interests of workplace actors in the 21st century – employers/managers, employees/workers, the state, the law, trade unions, activist groups – and how these are affected by outside the workplace.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

Kirton, G and Greene, A-M (2022) The Dynamics of Managing Diversity and Inclusion: A Critical Approach, Routledge, (5th edition).
Townsend, K., Cafferkey, K., McDermott, A. and Dundon, T. (eds.) 2019: Elgar Introduction to Theories of Human Resources and Employment Relations (Elgar Introductions to Management and Organization Theory).
Watson, T. 2016: Sociology, Work and Organisation. 7th Edition. Routledge.
Katz, H., Kochan, T. and Colvin, A. 2017: An Introduction to Industrial Relations and Collective Bargaining. 5th Edition, ILR Press (Katz et al. 2017)
Colling, T. and Terry, M. (2010) Industrial Relations: Theory and Practice. Wiley.
Townsend, K. et al. (2020). Elgar introduction to theories of human resources and employment relations. Edward Elgar.
Bennett, T. et al. (2020). Managing employment relations, 7th edition. CIPD.

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IB2540 Principles of Finance 2

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Giorgia Barboni (Biography)
Assistant Professor
Finance Group

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Pre-requisites

Exchange students who were at Warwick in the Autumn term should have studied IB253. Students who were not at Warwick in the Autumn term should have an understanding of the majority of:

- Discounted cash-flow techniques: annuities, perpetuities, Net Present Value, Internal Rate of Return, including their use in valuing financial securities (e.g. bonds) and/or estimating the value added by capital projects.
- Portfolio Theory: calculation of expected return and variance of returns on a portfolio of two risky assets. Diversification.
- Capital Asset Pricing Model (CAPM): systematic risk vs. specific risk, beta, efficient frontier, Securities Market Line.
- Bonds and interest rates, including spot rates and forward rates and term structure hypotheses.
- Options: Definitions, static arbitrage relationships, option pricing using the binomial method or Black-Scholes formula.
- Market efficiency: Efficient Markets Hypothesis, different forms of market efficiency, empirical tests including event studies and interpretation of their results.

Students should also have a basic understanding of:

- Cost of Capital: use of the CAPM, weighted average of cost of equity and cost of debt.
- Company Financing: equity vs. debt financing.
- Basics of capital structure trade-off theory.
- Payout Policy: dividends and share buy-backs.

Many questions are quantitative so 'A'-level Mathematics or its equivalent is required.

Module Overview

This module aims to:

- Make students critically aware of the key financial decisions taken by firms.
- Develop in students a sound understanding of the main theories and models of Corporate Finance.
- Make students aware of key empirical tests of models of Corporate Finance, and the implications of those empirical findings.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Provide students with structured opportunities to practise using the key tools and techniques of Corporate Finance.
- Prepare students for advanced undergraduate and postgraduate studies in Finance.

Syllabus

- Capital Budgeting: Discounted Cash Flow techniques for appraising capital projects.
- Equity valuation: Dividend growth models, P/E and other methods, growth opportunities.
- Real Options: Investment appraisal under uncertainty.
- Cost of Capital: Weighted average of cost of equity and cost of debt in the presence of taxes.
- Risky Debt: Valuation of risky debt using option pricing. Effects of volatility.
- Capital Structure: Irrelevance propositions, taxes, costs of financial distress, agency costs, signalling.
- Payout Policy: Irrelevance proposition, taxes, transactions costs, signalling, agency effects. Share buy-backs as an alternative to dividends.
- Mergers / Acquisitions: Vertical vs. horizontal mergers, motives for mergers, methods of financing mergers, merger process.
- Initial Public Offerings: IPO process, under-pricing, under-performance.

Learning Outcomes and Objectives

- Critically assess the factors that determine the optimal investment, financing and payout decisions of a firm.
- Compute the cost of capital of a firm under alternative assumptions.
- Identify the reasons why firms raise capital.
- Define key shareholder ratios (e.g. earnings per share, dividend yield and price earnings ratio) and use discounted cashflow techniques to estimate share prices.
- Discuss the main motives for mergers and acquisitions

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Exam Online 90% Participation 10% Exchange students will join Online April Exam.			Exam In-person 90% Participation 10%	

(*The Exchange Non Summer assessment method has been updated from November 2024. Students will have to complete a 2-hour exam in April rather than an individual assignment.)

Bibliography

Required text:

- Hillier D, Ross SA, Westerfield RW, Jaffe J and Jordan BD, *Corporate Finance* (2nd ed. 2013), McGraw-Hill

Other texts:

- Berk J & DeMarzo P *Corporate Finance* (3rd ed. 2013), Pearson
- Copeland TE, Weston JF and Shastri K, *Financial Theory and Corporate Policy* (4th ed. 2005), Pearson Addison-Wesley

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2580 Foundations of Human Sociality and Cooperation

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Redzo Mujcic (Biography)
Associate Professor
Behavioural Science Group

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Room No: WBS 3.112

Pre-requisites
There are no prerequisites required for this module.

Module Overview
The principal module aims are:
- To give a rigorous grounding in the key perspectives and theories of human sociality and cooperation, as well as the experimental evidence that underpins the field.
- To allow students to critically read and evaluate major papers on the topics studied.
- Understand the major strengths and weaknesses of human cooperation to improve decision making in public policy and business.

Syllabus
Topics covered will include:
- Cooperation in small-scale and large-scale societies
- Evolutionary biology and anthropology
- Evolution of human cooperation
- Psychological mechanisms of cooperation: Motivation, empathy and altruism
- Moral psychology
- Prosocial behaviour in organisations and society
- Cooperation and competition in groups and organisations
- Societal mechanisms: norms and institutions
- Property and public goods
- Implications for public policy and business

Learning Outcomes and Objectives
By the end of the module students should be able to:
- Understand and be able to explain the cooperative structure of all human societies.
- Understand the puzzle of cooperation and altruism from an evolutionary perspective.
- Understand and be able to outline the major theories explaining (human) cooperation.
- Understand and articulate the psychological requirements for human social interactions, including coordination and communication.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Critically evaluate the experimental evidence that underpins the development of human cooperative skills.
- Critically evaluate the experimental evidence that suggests similar psychological processes in other species, with special focus to closely related species (primates).

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

(selection of some of the readings). For each lecture and seminar there will be a list of relevant papers, reviews and/or chapters.

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IB2630 Design Thinking for Digital Innovation

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 2 hours per week (10 weeks) face to face workshops (consecutive)

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Bo Kelestyn (Biography)
Associate Professor
ISM-Analytics (ISMA) Group

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
The main aim of this module is to offer a broad perspective on design thinking and digital innovation. More specifically, students will:

- assess frameworks, tools and mindsets for understanding design led innovation
- explore the touchpoints between the organising logic of digital innovation and the principles of human centered design
- consider design as a tool for technological innovation

Syllabus
The main aim of this module is to offer a broad perspective on design thinking and digital innovation. The sessions cover:

- Introduction, key concepts, tensions, and cases of design thinking and digital innovation
- Designing digital innovations: design inquiry and innovation insights gathering techniques
- Practical design workshops
- Managing and scaling digital innovations

The teaching consists of workshops and online content. The module gives the opportunity for students to generate a digital innovation concept with strategic potential by using design inquiry techniques. The design inquiry will include a minor ethnographic field study, design workshops, use of qualitative analysis techniques, and concept assessment.

Learning Outcomes and Objectives
The main aim of this module is to offer a broad perspective on design thinking and digital innovation. More specifically, students will:

- assess frameworks, tools and mindsets for understanding design led innovation
- explore the touchpoints between the organising logic of digital innovation and the principles of human centered design
- consider design as a tool for technological innovation

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Group Presentation 20% Participation 10%				

Bibliography

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- Boland, R. J., and Fred Collopy. 2004b "Toward a design vocabulary for management." Managing as designing (2004): 265-276.
- Felin, T., and Zenger, T.R. 2014. "Closed or Open Innovation? Problem Solving and the Governance Choice," Research Policy (43:5), pp. 914-925.
- Kolko, J. 2015. "Design Thinking Comes of Age," Harvard Business Review (September), pp 66-71.
- Liedtka, J., and Ogilvie, T. 2010. "Ten Tools for Design Thinking " Darden Business Publishing (Case: UVA-BP-0550).
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- Morgan, L., and Finnegan, P. 2014. "Beyond Free Software: An Exploration of the Business Value of Strategic Open Source," The Journal of Strategic Information Systems (23:3), pp. 226-238.
- Quah, D. 2003. "Digital Goods and the New Economy," in New Economy Handbook, D. Jones (ed.). Academic Press Elsevier Science, pp. 289-321.
- Saebi, T., and Foss, N.J. 2014. "Business Models for Open Innovation: Matching Heterogeneous Open Innovation Strategies with Business Model Dimensions," European Management Journal (33:3), pp. 201-213.
- Thomke, S., and Feinberg, B. 2009. "Design Thinking and Innovation at Apple " Harvard Business Case (Case: 9-609-066).
- Yoo, Y., Henfridsson, O., and Lyytinen, K. 2010. "The New Organizing Logic of Digital Innovation: An Agenda for Information Systems Research," Information Systems Research (21:4), pp 724-735.
- Yoo, Y., and Kim, K. 2015. "How Samsung Became a Design Powerhouse," Harvard Business Review (September), pp 72-78.

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IB2690 Consumer Behaviour

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Pre-requisites
Students who have completed a foundation-level Marketing module and have an understanding of the marketing mix, segmentation and targeting, and how consumers respond to marketing communication will be well prepared for this module.

Module Overview
The study of Consumer Behaviour is fundamental to the discipline of Marketing. Understanding consumer behaviour is essential for marketers as it helps them understand why individuals act in certain ways, identify what individuals want (products, services, attributes, associations), how they want to be spoken to (communicate/learn) and influence behaviour in certain situations. An understanding of the psychological processes involved in decision-making and the various influences on these processes enable markers to develop effective strategies and managerially useful analyses.
This course enables the students of marketing to examine in greater depth issues raised in the introductory marketing module. This module will provide students with an understanding of the crucial importance of understanding the psychology of consumers for company success. Students will be able to critically examine critical issues in consumer behaviour and apply the theories and principles of consumer behaviour in a practical context

Learning Outcomes and Objectives
Upon successful completion of this module, students will be able to:
- Apply critical thinking to Consumer Behaviour theory and research.
- Discuss the latest research issues and instruments in Consumer Behaviour.
- Evaluate marketing strategies in the light of Consumer Behaviour theory.
- Critically evaluate the effectiveness of various Marketing techniques and their attempts to influence the behaviours of individuals.
- Work independently, in pairs and teams to solve problems and understand Consumer Behaviour theory.
- Present research ideas based on critical evaluation of theory and research.
- Demonstrate how as a marketer you can use your knowledge of Consumer Behaviour concepts to develop better marketing programs and strategies to influence those behaviours.
- Complete a project that demonstrates both your working knowledge and analytical skills in assessing the consumer decision-making process.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Analyse the trends in consumer behaviour, and apply them to the marketing in a practical context.

Syllabus

Indicative Module Content:

- The Consumer Decision Making Process
- “Nudging” Consumers
- Emotions and Decision Making
- Consumer Motives and Values
- Consumer Response to Marketing Actions
- Exposure, Attention, Perception
- Learning and Attitudes
- Customer Loyalty and Customer Experience
- Social and Group Aspects of Consumer Behaviour
- Social Norms and Conspicuous Consumption
- Culture and Sub-Culture
- Consumer Misbehaviour and Consumer Research

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Group Presentation 30%			Exam 70% Group Presentation 30%	

Bibliography

Evans, Jamal and Foxall (2009) "Consumer Behaviour", Wiley or equivalent

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IB2AD0 Data Science & Generative AI

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Reader
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Pre-requisites
There are no pre-requisites for this module.

Module Overview
Generative AI has already begun to massively disrupt business practices and call into question the work of whole industries. In combination with modern, advanced data science techniques, these technologies and techniques offer genuine transformative potential that will shape business strategy and practice. This module will introduce participants to machine learning techniques and the development and use of generative AI technologies. The module will incorporate hands-on, practical experience using the latest frameworks and technologies.

Syllabus
The module will cover the following topics:

Classical machine learning methods;
Deep learning and neural networks;
Generative AI.

Each topic will be covered with a mixture of theoretical exploration and hands-on practical work.

Learning Outcomes & Objectives
Upon successful completion of this module, students will be able to:

Apply best practices in modern data and feature and engineering techniques.
Demonstrate a theoretical and practical understanding of key models in classical machine learning, deep learning and generative AI.
Evaluate ESG concerns within the context of artificial intelligence systems.
Critically appraise machine earning and artificial intelligence applications in a variety of business contexts.
Demonstrate computing and programming skills in this domain.
Apply best practice in machine learning.
Demonstrate and understanding of the design and application of generative AI.
Apply appropriate problem-solving skills.
Demonstrate critical and logical thinking.
Employ an analytical mindset to a range of problems.

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Demonstrate applied computing skills.
Demonstrate numerical and analytical skills.
Effectively communicate analytical models and projects with effective presentation skills.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 80% Class Test 20%				

Bibliography

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Samuel Burns (2019) Python Machine Learning: Machine Learning and Deep Learning with Python, Scikit-Learn, and Tensorflow. Independently Published.

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IB2B40 Digital Business

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Pre-requisites
There are no pre-requisites for this module.

Module Overview
In this module, we demonstrate the essential role of digital technology and information systems as drivers of business and innovation in organizations. We present digital business as a combination of technology, processes, and social connections inside and outside organizations.

Syllabus
Networked enterprise
- Disruptive technologies in the digital age
- Value chain thinking
- Context of organization

Business intelligence & analytics
- Data, database management
- Business intelligence and analytics
- Knowledge management

E-commerce & digital marketing
- E-commerce (AR/VR/MR)
- Digital marketing

Learning Outcomes & Objectives
Employ a social-technical view to understand the role of IT in the business environment. Present digital business as a combination of technology, processes, and social connections inside and outside organizations. Discuss the contemporary phenomena and issues related to IT.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

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- Laudon, K. C., and Laudon, J. P. 2018. Management Information Systems: Managing the Digital Firm, (Fifteenth edition ed.). Harlow, England: Pearson.
- Boddy, D., Boonstra, A., and Kennedy, G. 2008. Managing Information Systems: Strategy and Organisation, (3rd ed ed.). Harlow, England: Pearson.
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- Turban, E., Strauss, J., and Lai, L. 2016. Social Commerce: Marketing, Technology and Management, (1st ed. 2016 ed.). Cham: Springer International Publishing
- Barringer, B. R., and Ireland, R. D. 2012. Entrepreneurship: Successfully Launching New Ventures, (4th edition, Global Edition ed.). Boston: Pearson/Prentice Hall.
- Turban, E. 2008. Business Intelligence: A Managerial Approach. Upper Saddle River, N.J.: Pearson Prentice Hall.
- Porter, M. E., and Heppelmann, J. E. 2014. "How Smart, Connected Products Are Transforming Competition," Harvard Business Review (92: 11), pp. 64-88.
- Porter, M. E., and Heppelmann, J. E. 2015. "How Smart, Connected Products Are Transforming Companies," Harvard Business Review (93: 10), pp. 96-16.
- McAfee, A. P. 2009. "Shattering the Myths About Enterprise 2.0," Harvard Business Review (87: 11), pp. 1-6.
- McAfee, A. P. 2006. "Enterprise 2.0: The Dawn of Emergent Collaboration," MIT Sloan Management Review (47: 3), pp. 21-28.
- Rigby, D. K. 2014. "Digital-Physical Mashups," Harvard Business Review (92: 9), pp. 84-92.

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IB2B60 Marketing Research

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Isabel Ding (Biography)
Assistant Professor,
Marketing Group

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Room No: WBS 3.137

Pre-requisites
Visiting or Exchange students must have previously completed a marketing module at their home university. Students without prior knowledge of the basic concepts in marketing will be unable to take this module.

Module Overview
This module aims to familiarise students with the key principles, ideas, methods, and practices of marketing research.

Syllabus
The topics below will be addressed during the module:
- Introduction to Marketing Research.
- Marketing Research Process and Research Design.
- Secondary Data and Experiments.
- Qualitative Research Methods.
- Survey Methods.
- Measurements and Developing Questions.
- Questionnaire Design and Implementation.
- Data Preparation, Analysis, and Presentation.
- Ethics in Marketing Research.
- Presenting Insights and Findings: Written and Oral Marketing Research Reports.

Learning Outcomes and Objectives
On successful completion of this module, students should be able to:
- Critique and reference important marketing research concepts, frameworks, methodologies, and tools, demonstrated by applying these skills in the Group Project, and solving related problems in the Final Exam.
- Apply important concepts, frameworks, methodologies, and tools to marketing research problems, demonstrated by applying these skills in the Group Project, and solving related problems in the Final Exam.

- Construct marketing research projects in order to meet specific managerial information needs, demonstrated by designing an implementable research project to specifications given within the Group Project.
- Gather, validate, and analyse data, using marketing research concepts, frameworks, methodologies, and tools, demonstrated by applying these skills in the Group Project.
- Recommend and justify managerial responses, activities, and actions to marketing research problems, demonstrated by applying these skills in the Group Project, and solving related problems in the Final Exam.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Assignment 20%				

Bibliography

The following resources are this module's Reading List:

- Aaker, David A., V. Kumar, Robert Leone, and George S. Day, Marketing Research (11th Edition)
- Brown, Tom J., Tracy A. Suter, and Gilbert A. Churchill, Basic Marketing Research (9th Edition)
- Feinberg, Fred M., Thomas Kinnear, and James R. Taylor, Modern Marketing Research: Concepts, Methods, and Cases (2nd Edition)
- Hair, Joseph, Mary Celsi, Robert Bush, and David Ortinau, Essentials of Marketing Research (3rd Edition)
- McDaniel Jr., Carl, Roger Gates, Subramanian Sivaramakrishnan, and Kelley Main (2nd Edition)
- Zikmund, William G. and Barry J. Babin, Essentials of Marketing Research (5th Edition)

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IB2B70 Corporate Entrepreneurship

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Professor Eivor Oborn (Biography)
Professor
Entrepreneurship & Innovation Group

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
Companies increasingly realize that creating and sustaining a competitive edge requires them to think and act like entrepreneurs. The concept of corporate entrepreneurship or intrapreneurship refers to the development of new ideas and opportunities within established businesses, leading to improved profitability and an enhanced competitive position. This module is designed to provide a broad understanding of the theory and practice of corporate entrepreneurship and to address the challenges associated with entrepreneurship in a corporate context. Through a combination of interactive lectures, class discussions, case studies, readings and guest lectures, students will gain insights into the practical steps needed to initiate, develop and implement new corporate ventures within established corporations. Moreover, students will learn how to design and implement a compelling strategy which promotes corporate entrepreneurship and the generation of new ideas within an existing organization.

Syllabus
The topics below will be addressed during the module:
- Introduction to corporate entrepreneurship.
- Forms, pre-conditions and antecedents of corporate entrepreneurship.
- Obstacles to and risks of corporate entrepreneurship.
- The impact of corporate strategy and structure on intrapreneurship.
- Corporate spin-offs and corporate venture capital.
- Building supportive organizational cultures.
- Human resource management and corporate entrepreneurship.

Learning Outcomes and Objectives
On successful completion of the module, students are expected to demonstrate an ability:
- To critically understand the nature of corporate entrepreneurship and the specific challenges of launching new business ventures within established organisations.
- To comprehend the major theories, conceptual frameworks and assumptions that underpin academic studies in corporate entrepreneurship.

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- To develop an understanding of the role of corporate entrepreneurship for creating and sustaining a competitive advantage.
- To critically evaluate the environment within an established company in terms of how much it supports or constrains corporate entrepreneurship.
- To understand how corporate culture as well as managerial style and attitude towards failure can influence intrapreneurship.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Group Work 30%				

Bibliography

The following resources are this module's Reading List:

- Burns, P. 2013. Corporate entrepreneurship: Innovation and strategy in large organizations (3rd ed.). New York: Palgrave Macmillan.
- Hisrich, R. D. & Kearney, C. 2012. Corporate entrepreneurship: How to create a thriving entrepreneurial spirit throughout your company. New York: McGraw-Hill.
- Kuratko, D. F., Morris, M. H., & Covin, J. G. 2011. Corporate innovation & entrepreneurship: Entrepreneurial development within organizations (3rd ed.). Mason, OH: South-Western Cengage Learning.
- Morris, M. H, Kuratko, D.F. and Covin, J.C. (2008), Corporate Entrepreneurship & Innovation, 2nd Edition, Mason, Oh: Thomson/Southwestern Publishing.

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IB2BC0 Business Operations Consulting

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Pre-requisites
There are no pre-requisites for this module.

Module Overview
This module focuses on the role of business operations consulting, complementing modules such as IB2B8 Operations Management and IB382 Project Management, and aspects related to management consulting discussed in other modules.
Students will develop a deeper appreciation of the management consulting industry and specifically business operations consulting, acquire the skills necessary to undertake business consulting projects in a wide range of organisations across all sectors and operating in different business environments, be able to critically assess the design, implementation, use and review of business operations tools and frameworks, link business operations tools and practices at inter-organisational, organisational and individual levels, and appreciate the main technological, cultural and behavioural aspects related to business operations.

Syllabus
The module includes the following:
1. Introduction to business operations consulting:
   - what is its relevance in organisations today?
   - what do business operations consultants do?
   - the consulting cycle
   - In-house vs. external consultants
2. Strategic planning and implementation:
   - definition of strategic objectives
   - design of KPIs and performance targets
   - design and use of dashboards
   - visualization tools
3. Uses of data and technology in the context of business operations:
   - big data analytics
   - automation
   - applications of artificial intelligence
4. Process improvement – approaches and related tools and frameworks:

Total Quality Management
Business Process Re-engineering
lean thinking
Six Sigma

5. Behavioural and cultural aspects:
   how to promote change
   how to introduce agile ways of working
   power dynamics in organisations and the roles of consultants
   discussion of multiple cases of success and failure

Learning Outcomes and Objectives

Recognise and explain the roles of business operations consultants in a variety of organisations.
Examine the uses and limitations of business operations processes and theories.
Apply various tools and frameworks that are normally deployed in the business operations consulting industry.
Analyse and critique the roles of technology (including artificial intelligence) in different contexts.
Demonstrate critical thinking and communication skills.
Conduct independent research using primary and secondary data.
Examine and critique a variety of scenarios where consultants (in house and external) interact with clients.
Demonstrate presentation skills.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Presentation 20%				

Bibliography

Given the applied nature of this module, we will use a range of case studies and illustrations from different types of organizations. We will also invite business operations consultants to share their experiences.
The academic literature in this field is limited; two books on the management consulting industry that we may use are:

- Wickham, L & Wilcock, J (2020) "Management Consulting: Delivering an Effective Project", 6th Edition. Pearson.
- Witzel, M. 2016. "Management consultancy". Routledge.

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IB2C10 Fundamentals of Business Law

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Robert Poole (Biography)
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Accounting Gruop

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This module aims:

- To introduce students to the way in which legal systems work and the main differences between civil and criminal systems.
- To develop an understanding of the main sources of law, the procedures involved in creating law and limitations place on the legislature and judiciary.
- To develop an understanding of the hierarchy of the court system and the importance of the doctrine of stare decisis in common law systems.
- To understand the basic concepts and principles of contract law and the importance of contract formation in the business world.
- To understand the potential consequences which may flow from a breach of contract.
- To understand the different legal forms of business and the legal formalities required to set up as a sole trader, in partnership and as a limited company.
- To develop legal skills including analysis of legal problems, and problem-solving techniques which can be applied to analyse a range of hypothetical problems.
- To be able to conduct research using official sources of legislation and case-law.
- To gain experience in preparing and presenting legal arguments.
- To develop an ability to evaluate and criticise legal principles.

Syllabus
The module includes the following:
The Legal System
An introduction to the English legal system, with particular reference to how the law is made and how legal disputes are resolved. Civil and criminal law distinctions. The creation of law through judicial precedent, statute law and European law. Interpretation of statutes. The court system and procedures for commencing and responding to a legal dispute. The role and qualifications of solicitors and barristers.
Business Transactions

An introduction to the law of obligations. Formation of contracts, with particular reference to the importance of contract formation in the world of business. Offer and acceptance, consideration, intention to create legal relations, capacity to contract, the purpose of contracts. Contracts in restraint of trade. The postal rules and the relevance of modern methods of communication. Rights of Third Parties Act. Remedies available for breach of contract.
Business Organisations
The legal formalities involved in setting up in business as a sole trader, in partnership and as a limited liability company. The Partnership Act and Companies Acts, Forming partnership agreements. Limited liability partnerships. Agency and the role of the partner. Memorandum and Articles of Association. Effects of incorporation. Lifting the corporate veil.

Learning Outcomes and Objectives

- Understanding the essential features, institutions and principles of legal systems.
- Recognising the major sources of law.
- Recognise the hierarchy of English courts and to be able to understand the doctrine of stare decisis.
- Understand the basic principles and theories underlying the law of contract and remedies for breach of contract.
- Analysing legal problems, conducting research using official sources of legislation.
- Prepare and present legal arguments for both sides of a legal dispute.
- Evaluate and criticise current law and reform proposals.
- Analyse texts and oral presentations.
- Communicate complex ideas effectively.
- Test and refine hypotheses.
- Conduct independent research of set issues using library and electronic sources.
- Present reasoned arguments orally and on paper.
- Support arguments by reference to appropriate sources.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 100%			Exam 100%	

Bibliography

Core text:

- James Marson & Katy Ferris, Business Law, 5th edition, 2018 Oxford University Press

Illustrative Reading:

- Alix Adams Law for Business Students, 11th edition, 2020, Pearson.
- Ewan Macintyre, Essentials of Business Law, 6th edition, 2018, Pearson
- Card and James, Business Law, 4th edition, 2016, Oxford University Press

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IB2C40 Managing Human Resources

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) asynchronous independent online learning + 1 hour introductory in-person lecture (week 1)
1 x 2 hours per week (9 weeks) live workshops

Module Level: 5 NQF (Intermediate)

Module Leader
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Assistant Professor
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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This module aims to introduce students to different processes and practices involved in managing people at work.
It seeks to develop a critical understanding of a range of conceptual, theoretical and practical issues. We will explore and evaluate different approaches to managing people, considering different contexts and stages of the employment cycle.
It will be of value to students seeking managerial positions and, more generally, to those interested in analysing the management of people at work.

Syllabus
Topics covered will be:

Introduction. Origins, approaches and the HR function.
Resourcing: recruitment and selection.
Performance management.
Pay and rewards.
Equality, diversity and inclusion
Training, learning and development
Employee voice.
Employee engagement and high-performance work practices.
HRM and business strategy.
HRM and the future of work. Module summary.

Learning Outcomes and Objectives
Students successfully completing this module will:

- Understand issues, approaches and debates in a number of the key "people management" areas.
- Be able to critically question different models and approaches.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Be able to handle material in an analytical rather than merely descriptive way and evaluate and marshal evidence to present a well-argued case.
- In addition, through regular class contributions and discussions, students should develop their team working, communication and presentational skills.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 1 60% Individual Assignment 2 20% Individual Assignment 3 20%				

Bibliography

- Beardwell, J. and Thompson, A. (eds) (2017) Human resource management: a contemporary approach. Eighth edition. Harlow, England: Pearson.
- Beer, M., Boselie, P. and Brewster, C. (2015) 'Back to the Future: Implications for the Field of HRM of the Multistakeholder Perspective Proposed 30 Years Ago', Human Resource Management, 54(3), pp. 427–438.
- Boxall, P. F. and Purcell, J. (2016) Strategy and human resource management. 4th edition. London: Macmillan Education.
- Edwards, P. and Wajcman, J. (2005) The politics of working life. Oxford: Oxford University Press.
- Frey, C. B. and Osborne, M. A. (2017) 'The future of employment: How susceptible are jobs to computerisation?', Technological Forecasting and Social Change, 114, pp. 254–280.
- Grugulis, I. (2017) A very short, fairly interesting and reasonably cheap book about human resource management. Los Angeles: SAGE.
- Legge, K. (2005) Human resource management: rhetorics and realities. Anniversary ed. Basingstoke: Palgrave Macmillan.
- McKenna, S., Richardson, J. and Manroop, L. (2011) 'Alternative paradigms and the study and practice of performance management and evaluation', Human Resource Management Review, 21(2), pp. 148–157.
- Thompson, P. (2011) 'The trouble with HRM', Human Resource Management Journal, 21(4), pp. 355–367.
- Townley, B. (1994) Reframing human resource management: power, ethics and the subject at work. London: Sage.
- Ulrich, D. et al. (2013) 'The State of the HR Profession.', Human Resource Management, 52(3), pp. 457–471.
- Wright, C. (2008) 'Reinventing human resource management: Business partners, internal consultants and the limits to professionalization', Human Relations, 61(8), pp. 1063–1086.

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IB2C70 Work in the Digital Era: Algorithmic Management

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Manuela Galetto (Biography)
Associate Professor
Organisation and Work Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
The rapid acceleration of new digital technologies in the workplace commensurate with the expansion of new working patterns requires deeper managerial understanding of how the "fourth industrial revolution" affects and shapes work and organisations. Advancement in digital and social technologies are shaping and changing the organisation of the workplace, as well as the nature and meaning of work. As such, students will have the opportunity to explore a digitally transformed landscape of work. Students will analyse the opportunities, as well as debate the risks of the digital workplace and, in doing so, further develop their critical thinking and ethical decision-making skills.

Syllabus
The 'Digital Workplace'
- Theories of work and management
- Human capital theory in the digital era

Algorithmic Technologies in the Workplace: Opportunities and Challenges
- AI decision-making and the changing relationship between managers and employees
- Ethics and the use of artificial intelligence and data analytics in workplaces
- Impact of robotization and task automation on the future of work.

Management for the Digital Age
- Exploring digital technologies: the design, implementation and promotion of data-driven management practices
- Utilising technologies in sustainable and responsible employing organisations
- Opportunities and implications for management in relation to technology in diverse business organisations, including start-ups, entrepreneurs, and the self-employed

Digitalisation, Inclusion, and Diversity
- Impact of new technologies and new forms of organising on diversity and inclusion
- Employment status and the new platform economy e.g. found in platform work, crowdwork and Elancing

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Legal Implications of a Digitalised Workplace

- Changing workplace regulation (e.g. Data Protection)
- Surveillance, privacy, and regulation of technology in the workplace (e.g. Article 22 GDPR)
- Working From Home: implications for the intersection of professional and personal

The future of work: Digital Practices and Changing Workplace Demographics

- Technology and the trajectory of automation's impact on future employment
- New work practices in response to environmental and sustainability challenges (e.g. SDG 8)
- Young workers and the new normal of the digital workplace

Learning Outcomes and Objectives

This course focuses on the digital transformations taking place in contemporary workplaces and will offer students:

- A multi-perspective analysis of digital technologies increasingly used in the organisation of work.
- Tools to navigate the world of work as employees, managers, and entrepreneurs in the digital era.
- Understand how the acceleration in technological change impact the design, sustainable development, ethical, and strategic dimensions of work.
- In-depth analysis of management theories in relation to contemporary digital workplace developments.
- Use of gamification, high-profile examples, and case studies of managerial practice to better understand the legal, ethical and managerial effects of digital technologies on the workplace.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Individual Assignment 30%			Exam 70% Individual Assignment 30%	

Bibliography

- Adler PS, du Gay P, Morgan G and Reed M (2014) The Oxford Handbook of Sociology, Social theory and organisational studies, Oxford University Press.
- Blackman A et al (2019) (eds) Theorising Labour Law in a Changing World. Towards inclusive labour law, Hart.
- BiliÄ P et al (2018) Technologies of labour and the political of contradictions, Palgrave Macmillan.
- Crawford K, Atlas of AI. Power, Politics and the Planetary Costs of Artificial Intelligence, Yale University Press.
- M. D. Dubber, F. Pasquale, & S. Das (Eds.), The Oxford Handbook of Ethics of AI. Oxford: Oxford University Press.
- Edoardo A (2018) Working in Digital and Smart Organisations: Legal, Economic and Organisational Perspectives on the Digitalization of Labour Relations, Palgrave Macmillan.
- EIGE (2020) Gender Equality Index 2020: Digitalisation and the Future of Work. Vilnius: European Institute for Gender Equality.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Fleming, P. (2019) Robots and Organization Studies: Why Robots Might Not Want to Steal Your Job, Organization Studies, 40(1), 23–37.
- Will-Zocholl M and Roth-Ebner C (eds) (2021) Topologies of Digital Work, Springer.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2D30 Accounting in Practice

Teaching Term(s): Autumn

Standard Delivery:
1 x 2 hour per week (10 weeks) (1 Asynchronous x 1 hour live session) online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This module aims to:

- Introduce the fundamentals of financial and management accounting and its broad range of users.
- Develop an ability to prepare financial information in line with accepted accounting principles.
- Provide knowledge and understanding of the uses and applications of accounting information as a business tool in decision-making, planning and performance assessment.
- Develop awareness of the underpinning principles and limitations of accounting information and the impacts of these on its use.
- Enable analysis and interpretation of accounting information, in ways that support business decisions and management.
- Encourage self-managed learning, to support timely and professional completion of reading and tasks and contribution to class and online topic discussions.

Syllabus
1. Measuring and reporting financial position: overview of the main financial statements; classification of assets and liabilities; accounting conventions and concepts; basic construction and meaning of the statement of financial position.
2. Measuring and reporting financial performance: the relationship between the income statement and the statement of financial position; recognising revenue and expenses; layout of income statement; depreciation; cost of sales; basic construction and understanding of an income statement (profit and loss account).
3. Measuring and reporting cash flows: the importance of cash flow; differences between cash and profit; construction and analysis of basic cash flow statements.
4. Analysing and interpreting financial statements: using various ratios to enable a firm's performance to be analysed and compared to its peers or its own performance over time; limitations of ratio analysis.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

5. Cost-volume-profit analysis: classification of costs; break -even analysis; using relevant costs to inform short -term decision making.
6. Full costing in single and multi-product businesses; total absorption costing; introduction to activity -based costing.
7. Budgeting: the relationship between budgeting and strategy; how budgets link to each other; preparation of budgets; introduction to variance analysis; using budgets as control devices – behavioural considerations.

Learning Outcomes and Objectives

- Explain the importance of financial and management accounting as business tools, and the nature and importance of accounting information to a broad range of users.
- Prepare basic financial statements, including the Statement of Profit or Loss, and the Statement of Financial Position appreciating the links between these statements of financial performance and position.
- Effectively use a range of basic accounting tools to assist with management decision-making, planning and performance assessment.
- Identify the limitations of accounting information and explain the implications of these limitations for the analysis, interpretation and use of that information.
- Analyse and interpret different types of accounting information and effectively communicate results or responses to user groups using financial language.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Exam (Online) 100% Exchange students will join January Online Exam			Exam 100%	

Bibliography

- P Atrill and E McLaney, Accounting and Finance for non-Specialists (latest edition), Financial Times/Prentice Hall.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2D40 Programming for Business Application

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Pre-requisites

There are no pre-requisites of this module for University of Warwick students, except that the module is not available to students who are on the Computer Science or a Computer Science with Business Studies Joint Honours course due to content overlap.
Exchange students who are from a Computer Science background and have studied similar topics should be aware of the content overlap when choosing the module.

Module Overview

Programming is a key dimension of digital literacy, a core skill in today's digital economy. Besides hiring programmers with software engineering and computer science backgrounds, employers across industries increasingly desire a pool of business graduates that have fundamental knowledge of programming for business application. This particularly stems from an ever-growing interest in business data analytics (given the volume of data organisations must process for better and timely managerial decision making) and business service digitalisation (given the extent to which new services are being offered online, via apps and web portals), and consequently the increasing extent to which future managers will need to work with software developers if not assuming both roles concurrently. This module aims to provide business students with such knowledge.

Syllabus

- Introduction to programming in a business landscape.
- Exploring types of programming solutions/languages/tools available - limitations, strengths and example application areas.
- Fundamental programming concepts - data types, control structures, functions, introduction to object oriented programming (OOP), data import-export etc.
- Understand and use state-of-the-art libraries for data analysis and visualization.
- Building basic programming solution (script/code) to solve a business task/problem.
- Software development project issues and project management solutions (e.g., Agile/Scrum, DevOps).
- Use of AI for developing code snippets.

Learning Outcomes and Objectives

Students will learn about the critical role of programming in solving business problems and explore the diversity of programming solutions and approaches. They will learn key programming concepts and practice creating scripts (hands on coding) to solve small business tasks using a programming language (e.g. Python). Further, the module will provide a brief overview of software development management methods (Agile, Waterfall etc.) which will enable business students to collaborate effectively with technical teams in business environments.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Python For Everyone, 3rd Edition, Horstmann, C. and Necaise, R.
- The Essence of Software Engineering, by Volker Gruhn, Rüdiger Striemer SpringerLink E-book Collection (2018).
- Essentials of software engineering, New mathematics books 2014/2015
- Tsui, Frank F. T. Dyba and T. Dingsoyr, "What Do We Know about Agile Software Development?," in IEEE Software, vol. 26, no. 5, pp. 6-9, Sept.-Oct. 2009, doi: 10.1109/MS.2009.145.
- Ruparelia, N.B., 2010. Software development lifecycle models. ACM SIGSOFT Software Engineering Notes, 35(3), pp.8-13.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2D50 Entrepreneurship in Practice

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous material
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Rachel Dickinson (Biography)
Reader
Entrepreneurship & Innovation Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This module provides you with a foundational understanding of entrepreneurship. Each week, we focus on a particular topic and how it relates to entrepreneurship. The module combines practical insights – you hear from a different guest speaker each week – and important findings in the academic literature to give you a comprehensive introduction to the field of entrepreneurship.
The module aims to:

- provide non-WBS students with key principles in entrepreneurship
- give a theoretical and practical introduction to the process of developing a business idea
- provide students with the tools and encouragement to continue their entrepreneurship journey within the University of Warwick and beyond

Syllabus
Students will develop a business for a product or service of their choice. The elements of the course will cover the aspects necessary to develop a business idea. Sessions will include:

- Opportunities
- Innovation
- Intellectual property
- Lean start-up approach
- Business models
- Finding Resources
- Communication
- Business idea coaching
- Growth

Learning Outcomes and Objectives
- Become even more excited about entrepreneurship
- Build foundational understanding of module topics
- Learn how to read academic articles

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Learn about entrepreneurship in "real life" from practitioners
- Learn how to think critically and to ask the right questions
- Learn something interesting and useful every week

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Barringer, B.R. and Ireland, R.D. (2010) Entrepreneurship: Successfully Launching New Venture, Harlow: Pearson
- Barrow, C., Barrow, P. and Brown, R. (2015) The Business Plan Workbook: a practical guide to new venture creation and development, London : KoganPage.
- Bhide, A. (1992) 'Bootstrap Finance: The Art of Start-Ups' Harvard Business Review, 70, 6, pp. 109-17
- Mollick, E. (2020). The Unicorn's Shadow. Wharton School Press - this book has five chapters and is classed as essential reading.
- Neck, H.M., Neck, C.P., & Murray, E. L. (2018). Entrepreneurship: The practice and mindset. Sage. Ries, E. (2011), The Lean Startup: How Constant Innovation Creates Radically Successful Businesses, London ; New York :Portfolio Penguin
- Shane, S. (2003). A general theory of entrepreneurship. Cheltenham: Edward Elgar.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2D60 Marketing in Practice

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live online lectures
1 x 1 hour per week (10 weeks) asynchronous material
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Dr Scott Dacko (Biography)
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Marketing Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This Marketing In Practice module aims to familiarise students with the main tenets of marketing theory, and practice, through an applied and discursive approach.
Having completed this module, you will be able to:

- Critique and reference important marketing concepts;
- Apply important marketing concepts and frameworks to resolve marketing problems;
- Select appropriate concepts, models and frameworks to analyse case study data;
- Reflect upon marketing problems and use marketing concepts and models to formulate appropriate strategies and responses to the challenges posed;
- Offer clear and rational justifications for managerial solutions based upon marketing concepts and market data.

Syllabus
The topics below will be addressed during the module:

- Introduction to marketing and the module
- Identifying market opportunity
- Understanding customers and consumers
- Researching the market
- Segmentation, targeting and competitive positioning.
- Creating a product/service and branding
- Setting a price
- Finding the right 'route to market'.
- Creating an effective communication strategy
- Sustainability and ethics in marketing

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

The aim of this module is that it should equip non-marketing graduates with sufficient understanding of the concept, its function and its processes to allow them to work effectively with marketing colleagues in support of wider organisational objectives.

To this end, the specified learning outcomes for this module state that, on successful completion of this module, students should be able to:

- Critique and reference important marketing concepts and frameworks.
- Apply important marketing concepts and frameworks to marketing problems.
- Analyse case study data, using important marketing concepts and frameworks.
- Develop and formulate recommended responses, activities and actions to marketing problems.
- Justify and recommend managerial responses, activities and actions to marketing problems.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Marketing Management, KOTLER, P. T., KELLER, K. L., GOODMAN, M., BRADY, M., & HANSEN, T. (2019). Harlow, United Kingdom, Pearson Education Limited.
- Principles of Marketing, KOTLER, P. T. (2017) Pearson Education Limited
- Marketing strategy and competitive positioning, Graham J. Hooley; Brigitte Nicoulaud; John M. Rudd; Nick Lee (2020) Pearson Education Limited.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2D70 Management in Practice

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live online lectures
1 x 1 hour per week (10 weeks) asynchronous material
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Kathryn Hartwell (Biography)
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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This module will draw on interdisciplinary theory and research from the field of management, as well as complementary fields of psychology, sociology and economics, to introduce and consider how individuals and groups affect and are affected by organisations and the role of management in such processes. Its practical relevance lies in developing within students the ability to deal effectively with the challenges that arise in changing work environments, as well as understand how management matters. At the macro level, specific attention will be given to the study of organisations as social systems; the dynamics of change and survival in organisations; and the relationships between organisations and their environments. At the micro level, topics covered will include enhancing personal and organisational effectiveness, improving decision-making skills, and resolving conflicts in the workplace. The module will examine both classic readings and more recent treatments of key topics in management. Students will be encouraged to critically engage with the literature and participate in class discussions which will include case analyses and experiential exercises.

Syllabus
- Rational perspective of organisations
- Natural and open-systems perspectives of organisations
- The employment relationship and critical perspectives of organisations
- Management, managers and leaders
- Groups and teams
- Power and politics in organisations
- Management and ethics
- Diversity in organisations
- Future of organisations
- Module summary and assessment guidance

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

Through the combination of lectures and seminars, this module pursues the following learning objectives:

- Demonstrate an understanding of, and critically evaluate, the major conceptual frameworks and contemporary debates concerning management issues
- Demonstrate advanced interpersonal skills that will be useful in professional careers such as presenting arguments, critical thinking, and influencing others, while keeping in mind sustainability and ethical issues and their impact on management in practice
- Explain, critically analyse and evaluate a variety of perspectives on management issues in theory and practice
- Identify and discuss the assumptions that underpin the theories covered on the module, and critically evaluate the implications of such assumptions
- Present a theoretically informed and conceptually nuanced analysis of management issues in practice
- Apply theoretical insights to real-life management cases to develop logical and well-reasoned arguments

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

There is no set textbook for this module. Nevertheless, the following textbooks complement the module well, and together provide ample support on a variety of topics approached in this module:

- Bratton, J., 2015. Introduction to work and organisational behaviour. Third edition. Basingstoke: Palgrave Macmillan.
- Buchanan, D.A. and Huczynski, A.A., 2019. Organisational behaviour. Tenth edition. Harlow, UK: Pearson Education.
- King, D. and Lawley, S., 2016. Organizational Behaviour. Second edition. Oxford: Oxford University Press. For each lecture, a specific list of additional and more specific readings will be provided.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB2D80 Behavioural Economics

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
Emma Manifold (Biography)
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Behavioural Science Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
The principal module aims are:
- To give a rigorous grounding in the key concepts and theories in behavioural economics, as well as the experimental and other evidence that underpins the field.
- To allow students to critically evaluate and apply behavioural economic ideas in practical business and policy contexts.

Syllabus
The module will provide an in-depth analysis of the foundations, content and applications of behavioural economics, including its practical and social implications, and its implications for human rationality. The module will address a variety of topics, concerning individual decision making, strategic interactions, and issues of fairness and social preferences. There will be nine key topics, which will align with the nine lectures:
1 What is Behavioural Economics?
2 Values and Choices
3 Decision making under risk
4 Mental accounting
5 Intertemporal choice
6 Strategic interactions
7 Social preferences
8 Implications for human rationality
9 Applications business and policy

Learning Outcomes and Objectives
By the end of the module, you will be able to:
- Articulate and apply the key concepts and theories in behavioural economics. This will include an understanding of risk aversion, loss aversion, mental accounting, behavioural game theory, social dilemmas.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Compare the standard rationality assumptions in economic theory with the results of experimental research on human decision making.
- Articulate how experimental and other evidence supports and underpins claims in behavioural science.
- Evaluate and apply behavioural economic ideas in practical business and policy contexts.
- Evaluate existing behavioural proposals in policy making and business contexts, which purport to be based on principles from behavioural economics.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 1 20% Individual Assignment 2 80%				

Bibliography

Books

- Wilkinson, N., & Klaes, M. (2017). An introduction to behavioural economics. Macmillan International Higher Education.
- Hastie, R., & Dawes, R. M. (2010). Rational choice in an uncertain world: The psychology of judgment and decision making. Sage.
- Cartwright, E. (2018). Behavioural economics. Routledge.
- Kahneman, D (2011). "Thinking fast and slow". Thaler, R.H. Sunstein, C. R. (2008) Nudge: Improving decisions about health, wealth, and happiness. Penguin Books.
- Ariely, D. (2009). Predictably irrational (p. 71). New York: HarperCollins.

Journal Articles

- Camerer (1998). "Loss aversion in the wild: Evidence from the field".
- Chao, M. (2017). Demotivating incentives and motivation crowding out in charitable giving. Proceedings of the National Academy of Sciences, 201616921.
- Epley, N., & Gneezy, A. (2007). The framing of financial windfalls and implications for public policy. The Journal of Socio-Economics, 36(1), 36-47.
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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

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IB2D90 Finance in Practice

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live online lectures
1 x 1 hour per week (10 weeks) asynchronous material
1 x 1 hour per week (9 weeks) seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Pre-requisites
There are no prerequisites required for this module.

Module Overview
The module aims:

- To introduce the basic economics that underlie the key financial management decisions taken by firms.
- To prepare the foundations for more advanced study of Finance by encouraging you to develop a critical understanding of the main theories in Finance and the assumptions that underpin them.
- To provide you with opportunities to practice using the key tools and techniques of Finance.
- To encourage you to read the financial press and to make links with what you are learning in the classroom.

Syllabus
Topics covered include:

- Time value of money, compounding and discounting, future and present values of cash flows.
- Financial arithmetic: Annuities, perpetuities, applications to stock and bond valuation, Gordon Growth Model.
- Fundamentals of stocks and bonds
- Capital budgeting in perfect markets and risk neutrality: Net present value, internal rate of return and incremental cash flows, profitability index, payback rule, advantages and disadvantages, evidence from surveys on the preference of managers for capital budgeting techniques.
- Credit risk and probability of default, promised vs. expected interest rates and default premia, capital budgeting under uncertainty with debt and equity financing assuming risk neutrality.
- Risk aversion, Cost of Capital using the CAPM, capital budgeting in perfect markets under risk aversion, risk premia, empirical evidence on the validity of the CAPM, econometric methods to test the CAPM. Weighted average of cost of equity and cost of debt, valuation from comparables.

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- Capital Budgeting in imperfect markets: informationally inefficient markets, taxes, transaction costs, inflation, disagreement, bid/ask spreads.
- Definitions of market efficiency, and evidence from empirical tests.
- Capital Structure Irrelevance propositions, taxes, costs of financial distress, agency effects, signalling.
- Company Financing Raising financing, equity vs. debt, pecking-order hypothesis.
- Dividend Policy Irrelevance proposition, taxes, transactions costs, signalling, agency effects, share buybacks as an alternative to dividends, evidence from managerial surveys.
- Financial Derivatives Options basics, valuation of put and call options at expiration, put call parity, risk management and hedging, Black Scholes pricing.

Learning Outcomes and Objectives

By the end of the module you should be able to:

- Critically appraise the value added by a capital project by calculating the present value of expected future cash flows, and estimating the cost of capital.
- Demonstrate applied knowledge of portfolio theory and capital asset pricing mode.
- Explain what is meant by capital structure and dividend policy, and be able to apply these concepts in corporate financial management.
- Price simple financial option contracts.
- Explain key theoretical models and the assumptions that underpin them, and critically evaluate the limitations of those models.
- Make and justify decisions from empirical evidence.
- Solve numerical problems and reflect critically upon their implications within real-world scenarios.
- Communicate complex ideas effectively, both verbally and in writing.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

Main text book: Welch, Ivo: Corporate Finance (4th Edition, 2017)
Additional source: Hillier, Ross, Westerfield, Jaffe & Jordan: Corporate Finance (European ed., McGraw-Hill 2010) Berk J., and DeMarzo P: Corporate Finance (2nd Edition, Prentice Hall 2011)

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IB2MC0 Integrated Marketing Communications

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 5 NQF (Intermediate)

Module Leader
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Marketing Group

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Pre-requisites

Exchange students must have successfully completed a comprehensive foundational course in marketing, covering key principles such as market research, consumer behaviour, distribution channels, and promotional tactics, to enrol in this undergraduate module of Integrated Marketing Communication.

Module Overview

The aim of this module is to introduce students to the concept of integrated marketing communications (IMC) and the various ways in which marketing communications are employed by individuals and by organisations in both for-profit and non-profit contexts.
Students will explore the principles of communication theory and are encouraged to reflect critically upon how they apply in the commercial field of marketing. Students are introduced to marketing communications strategy formulation and communications planning and will explore a range of promotional tools and techniques that can be employed individually, and in concert, to achieve specific communications objectives.
They will also reflect upon what constitutes 'creativity' within the field of IMC and the importance of ethics and sustainability. Finally, students will explore ways of measuring the effectiveness of IMC campaigns and reflect critically upon both the value and the challenges associated with current measurement techniques.

Syllabus

- Integrated marketing communication as a strategic marketing tool
- The marketing industry structure and the client/agency relationship
- Models of communication and marketing communication
- The marketing communication 'toolbox': traditional and contemporary media mixes
- Omnichannel marketing communications planning and strategy
- Creativity and creative tactics
- Managing planned and unplanned communication - paid, owned and earned media
- International and cross-cultural communication
- Ethics and sustainability in marketing communication
- Evaluation and control of integrated marketing communications campaigns

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

The aim of this module is to introduce students to the concepts of 'communications' and 'integrated marketing communications' (IMC) and encourage them to think analytically and critically about the way communication strategy is employed by individuals and organisations to achieve specific marketing communications objectives.

Students will be encouraged to explore the multi-dimensional concept of communication and appraise the relevance of commonly cited models of communication within the contemporary marketing environment. They will review a range of communications techniques and promotional tools commonly employed in marketing and evaluate their relative strengths and limitations. Students will explore the concept of 'creativity', and reflect upon its role and importance in marketing and communication strategy. They will analyse the multiple ways in which 'creativity' might manifest itself and discuss the boundaries of creativity and the importance of ethics and sustainability when formulating a marketing strategy. Moreover, in addition to giving students an understanding of both the underpinning concepts and the practical tools in the field, students will be encouraged to synthesise these concepts in the creation of a full, integrated marketing communications campaign proposal.

Finally, this module aims to take an authentic approach to delivery and assessment to facilitate the development of transferrable employability skills. Real cases and examples will be used throughout the module as illustration and the basis of discussion. Guest speakers from industry will be engaged as and where possible and relevant. Students will be encouraged to work in groups to develop communication and presentation skills. The artefacts that students will be required to generate as part of the assessment strategy will take a business-appropriate format.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group presentation 20%				

Bibliography

- Juska, J.M. 2022, Integrated marketing communication: advertising and promotion in a digital world, Second edn, Routledge, New York, NY.
- Smith, P.R. & Zook, Z. 2020, Marketing communications: integrating online and offline, customer engagement and digital technologies, Seventh edn, KoganPage, London, United Kingdom;New York, NY.
- Kitchen, P.J. & Tourky, M.E. 2022, Integrated marketing communications: a global brand-driven approach, 2nd edn, Palgrave Macmillan, Cham.

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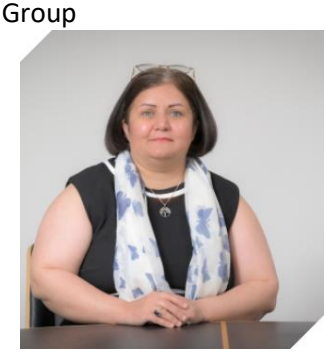
IB3200 Simulation

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Salimeh Pour Mohammad (Biography)
Associate Professor
ISM-Analytics (ISMA) Group



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Pre-requisites
Students who want to register for this module should have a basic understanding of an optimisation course at their home institution.

Module Overview
Simulation is one of the most commonly used operational research methods for analysing complex operational/ industrial problems. This module will focus on discrete event simulation. Students will learn the theoretical underpinnings of the methods and the range of applications for which they are useful. They will gain practical experience in problem solving using commercial simulation software.

Syllabus
Topics covered will be:
- Introduction to simulation methods
- The discrete-event simulation method
- Software for discrete-event simulation (with use of a specific package e.g. Simul8 or Witness)
- Performing a simulation study (conceptual modelling, data collection and analysis, experimentation, verification and validation)

Learning Outcomes and Objectives
By the end of the module, you should be able to:
- Understand the nature and application of discrete-event simulation and know how to experiment with it
- Apply variance reduction techniques and related basic statistical tests to complex problems
- Use some basic experimental design techniques and related statistical tests
- Work out how to analyse data and present it in an intelligible form
- Develop a working knowledge of a discrete-event simulation software package
- Work in groups to solve problems cooperatively
- Communicate DES model results effectively

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Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Group Assignment 20% Participation 10%				

Bibliography

- Simulation, The Practice of Model Development and Use, Stewart Robinson, Palgrave Macmillan, 2014.
- Simulation Modelling and Analysis, Avril M Law, McGraw-Hill, 2007.
- Conceptual Modelling for Discrete-Event Simulation, Edited by Stewart Robinson, Roger Brooks, Kathy Kotiadis, Durk-Jouke Van Der Zee, Boca Raton: CRC Press, 2010.
- Simul8 Websites: http://www.simul8.com/

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IB3490 Operational Research for Strategic Planning

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Eleanor Reynolds (Biography)
Teaching Fellow
ISM-Analytics (ISMA) Group

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
This is an optional module for final year students, exploring the development and application of models and analytical techniques which may be used to support an organisation's strategic development process. Students from a range of academic backgrounds may be interested in the module; those from a scientific background will discover the application area of strategic planning within which techniques can usefully be employed; and those from a business background will d

Syllabus
A conceptual model of the strategic development process is introduced which identifies a set of essential elements for example: vision development, strategy creation, strategy rehearsal and evaluation, performance measurement. Frameworks, methods and models to support the development process include but are not limited to:

- Problem structuring methods
- Visioning approaches
- Strategy formulation approaches including SWOT / TOWS analysis
- Scenario planning
- Evaluation approaches

The module will focus on a selection of methods; this selection may vary from year to year. The teaching style emphasises the practical application of techniques for strategy support through the use of case studies and group exercises.

Learning Outcomes and Objectives
By the end of the module you should:

- To develop an understanding of the range of methods and models available to support the development of effective strategic decisions
- To equip students with the knowledge and skills to identify, apply and reflect on the use of a selection of methods that are appropriate for supporting the development of effective strategic decisions.

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- To instil in students an appreciation of how the methods can be incorporated within the planning process.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 80% Group Work 20%				

Bibliography

Core Text:

- F A O'Brien and R G Dyson, Supporting Strategy: Frameworks, Methods & Models, Wiley, 2007.

Journal article /book lists are included with each lecture eg:

- MM Crawford, and G Wright, 2022. The value of mass-produced COVID-19 scenarios: A quality evaluation of development processes and scenario content. Technological Forecasting and Social Change, 183, p.121937.
- RG Dyson (2004) 'Strategic development and SWOT analysis at the University of Warwick', European Journal of Operational Research, 152, 2004, 631-640.
- G Hindle, and R Vidgen, R (2018) 'Developing a business analytics methodology: A case study in the foodbank sector', European Journal of Operational Research, 268 (3)
- M Kunc. and FA O'Brien (2017). Exploring the development of a methodology for scenario use: Combining scenario and resource mapping approaches. Technological Forecasting and Social Change, 124, pp.150-159.
- D O'Connell, K Hickson, A Pillutla (2011) Organisational visioning: An integrative review. Group & Organization Management 36 (2): 103-125
- G Wright & G Cairns, Scenario thinking: Practical approaches to the future, Palgrave Macmillan, 2011

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IB3570 Investment Management

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Constantinos Antoniou (Biography)
Associate Professor
Finance Group
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Pre-requisites

Exchange students should have previously studied the following topics:

Portfolio theory (diversification, efficient portfolios, Markowitz)
Capital Asset Pricing Model
The efficient market hypothesis
Basics of fixed income securities
Basics of option contracts

Module Overview

This module provides an advanced theoretical and practical treatment of modern portfolio theory and portfolio management, mainly from an equity market perspective. Issues to be considered include security selection, portfolio construction, asset pricing models, market efficiency, performance measurement and limits to arbitrage.

Syllabus

- Portfolio theory
- Asset pricing models
- Market Efficiency
- Behavioural Finance
- Limits to arbitrage
- Bond
- Derivatives

Learning Outcomes and Objectives

Students who successfully complete this course will have a deep understanding of the theory and practice of optimally combining securities into portfolios, institutional understanding of security markets, and some of the issues that a fund manager faces in putting theory into practice. They

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will be familiar with the theoretical and applied literature on modern portfolio management and investment analysis.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

The main textbook used in the module is Bodie, Zvi, Alex Kane, and Alan J. Marcus. Investments, 11th edition, McGraw-Hill 2018.

Articles

- Porta, Rafael La, et al. "Good news for value stocks: Further evidence on market efficiency." The Journal of Finance 52.2 (1997): 859-874.
- Lakonishok, Josef, Andrei Shleifer, and Robert W. Vishny. "Contrarian investment, extrapolation, and risk." The Journal of Finance 49.5 (1994): 1541-1578.
- K. BRUNNERMEIER, and Stefan Nagel. "Hedge funds and the technology bubble." Journal of Finance 59.5 (2004): 2013-2040.
- Shleifer, Andrei, and Robert W. Vishny. "The limits of arbitrage." The Journal of Finance 52.1 (1997): 35-55.

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IB3590 Derivatives and Risk Management

Teaching Term(s): Spring

Standard Delivery:
1 x 2 hours per week (10 weeks) lectures
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Professor Alex Stremme (Biography)
Professor
Finance Group

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Pre-requisites

Exchange students should have prior knowledge of the following learning outcomes:

have been introduced to the workings of the equity and bond markets and have the skills and understanding to use quantitative tools for pricing stocks and bonds.
have developed a critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to maximum effect.
be aware of key empirical tests of the Efficient Markets Hypothesis, and the implications of those empirical findings.
have had structured opportunities to practise using the key tools and techniques of Financial Markets theory.
have had an introduction to the workings of the derivatives markets and the skills and understanding to use quantitative tools for pricing derivatives.
be prepared for advanced undergraduate and postgraduate studies in Finance.

Module Overview

To build and extend students' understanding of:

- the nature and characteristics of different types of financial risks
- the characteristics of different types of “derivative securities”
- the mechanics of the markets on which they trade,
    - their usage in risk management,
    - the factors that determine their value, and
    - the risks associated with trading them.

To provide students with the tools and skills to:

quantitatively and quantitatively analyse risk exposure in given situations, devise and evaluate strategies to manage such exposure using derivatives, build, and estimate parameters of, models that describe asset price dynamic, and use such models to quantify and analyse the value of derivatives

Syllabus

- Introduction to Risk, Value -at -Risk
- Derivatives:
    - Interest Rates and Bonds

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- Forward and Futures
- Options:
  - Foundations
  - Pricing
  - Advance Topics
- Interest Rate Derivatives

- Selected advanced topics:
  - Current issues
  - Credit Derivatives
  - Exotic Options
  - Term Structure Models

Learning Outcomes and Objectives

The main objective of this module is to provide a rigorous and in-depth introduction to the art of risk management, and in particular the use of derivative securities in this context.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Group Work 20% Participation 10%			Exam 70% Group Work 20% Participation 10%	

Bibliography

- Hull, John C (2018) "Options, Futures, and Other Derivatives 10th ed. Pearson
- Hull, John C (2018) "Risk Management and Financial Institutions, 6th ed Wiley
- Sundaram, R and S Das (2016) "Derivatives", 2nd ed McGraw Hill
- Jorion, P (2001) " Financial Rise Manager's Handbook" Wiley

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IB3610 Equality and Diversity

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
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Associate Professor
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Pre-requisites
There are no pre-requisites for this module.

Module Overview
This module looks at the way different groups of people experience working life and explore the extent to which women and minority groups (e.g., ethnic minorities, disabled people, older/ younger workers) experience disadvantage within organisations and the labour market. Various explanations for this disadvantage will be considered, in relation to both the supply side (e.g. human capital theory, attribution theory, and the demand side (e.g. dual labour market theory, workplace discrimination). We will examine conceptual approaches to equality and diversity and their implications for the way that 'difference' is understood and the sometimes conflicting explanations for why different experiences occur and persist. The module also focuses on the different approaches taken by governments and organisations to address the disadvantage women and minority groups encounter. These steps include the introduction of equal opportunities policies and practices, the business case for diversity, legislative remedies and the role of trade unions. Reasons why these potential solutions have typically met with limited success will also be discussed.

Syllabus
This course focuses on minoritised groups' experience of working life. In particular, it examines how these groups experience and navigate disadvantage in organisations and in the labour market on the basis of gender, race/ethnicity, disability, age, class.
It explores how forms of disadvantage and the approaches used to navigate disadvantage can be theoretically explained, drawing on a range of economic, sociological, legal, organisational and psychological perspectives.
The module critically examines the efforts of organisations, governments and trade unions in relation to employees' experiences of 'fairness' in getting in to work and getting on at work.

Learning Outcomes and Objectives
The specific aims of the module are to allow the student to:

- Think critically about management and business approaches which fail to reflect on the significance for organisational processes and outcomes of the diverse, and changing, make up of organisational members;
- Understand underpinning social concepts such as stereotyping, discrimination and social identity and the way they operate inside and outside the workplace;
- Understand equal treatment and diversity approaches to equality both conceptually and in terms of workplace interventions such as positive and affirmative action.
- Apply these understandings to analyse how the understandings of difference are reproduced via both organisational processes and social institutions beyond the workplace.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Kirton, G and Greene, A-M (2022) The Dynamics of Managing Diversity and Inclusion: A Critical Approach, Routledge, (5th edition).
- Ashley, L. and Empson, L., (2013) Differentiation and discrimination: Understanding social class and social exclusion in leading law firms. Human Relations. 66, 2, p. 219-244
- Cortina, L. M. (2008). Unseen injustice: Incivility as modern discrimination in organizations. The Academy of Management Review, 33, 55–62.
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- Dean, D. and Liff, S. (2010): Equality and Diversity: The ultimate industrial relations concern. In T. Colling and M. Terry (eds.), Industrial Relations: Theory and Practice, 3rd edn. Wiley-Blackwell.
- Liff, S. (2003) The Industrial Relations of a Diverse Workforce. In P.K. Edwards (ed.) Industrial Relations: Theory and Practice, 2 nd edition.
- Young, I. (1990 [2011]) Justice and the Politics of Difference. Princeton. Virdee, S. (2014) Racism, Class and the Racialized Outsider. Basingstoke: Palgrave.
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- Platt, L. (2019) Understanding Inequalities: Stratification and Difference. Polity Press.
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- Collins, P.H.2015: Intersectionality's Definitional Dilemmas, Annual Review of Sociology, 41:1–20.
- Johnson, Allan G. (1997, 2005). The gender knot. Unraveling our patriarchal legacy. Philadelphia: Temple University Press.
- Jewson, N. and Mason, D. (1986) The theory and practice of equal opportunities policies: liberal and radical approaches, The Sociological Review, 34 (2), 307-334.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- O'Reilly, J., Smith, M, Deakin, S. and Burchell, B. 2015: Equal pay as a moving target: international perspectives on forty years of addressing the gender pay gap, Cambridge Journal of Economics, 39 (2).
- Reay, D. (2020) The Perils and Penalties of Meritocracy: Sanctioning Inequalities and Legitimating Prejudice, The Political Quarterly, 1-8.
- O'Cinneide, C. and Liu, K. (2015) Defining the limits of discrimination law in the United Kingdom: Principle and pragmatism in tension. International Journal of Discrimination and the Law, 15(1-2) 80–100.
- Noon, M (2010) The shackled runner: time to rethink positive discrimination? Work, Employment and Society, 24 (4).
- Dickens, L. 1999: Beyond the Business Case: a Three-Pronged Approach to Equality Action, Human Resource Management Journal 9(1): 9-19. Very influential article.
- Tassabehji Rana, Harding, Nancy, Lee, Hugh and Dominguez-Pery, Carine (2021). From female computers to male computers: Or why there are so few women writing algorithms and developing software. Human Relations, 74(8), 1296–1326.
- Dobbin, F. and Kalev, A. (2016) Why diversity programs fail. And what works better. Harvard Business Review, 52-60.
- Hoque, K. and Bacon, N. (2014) 'Employer disability practice in Britain: assessing the impact of the Positive About Disabled People 'Two Ticks' symbol'. Work Employment and Society 28 (3): 430-451.

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IB3680 International Business Strategy

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites

There are no pre-requisites for this module. However, exchange students could benefit from having attended a module on Strategy from their home university. Students should also have interest in international business and various political, economic and social developments, and be ready to learn about the cases and examples of firms and their strategies all around the world.

Module Overview

In this module, we will study how multinational firms strategize and which factors influence their strategic choices. It covers a wide range of issues relating to the international business environment and applies these considerations to managing multinational companies (MNCs). Lectures will introduce some key concepts, drawing liberally from the research in disciplines of strategy, organization, innovation, and international political economy. In seminars, we will discuss some real-life decision problems. For details of the topics covered, please refer to the structure and readings sections.

Syllabus

1. Introduction to international business strategy
2. Managing across cultures
3. Internationalization process
4. Cross-border M&A and international joint ventures
5. Multinational strategy and structure
6. Innovation strategy in multinational firms
7. Competing in emerging markets
8. Competing with multinational firms from emerging markets
9. Corporate social responsibilities
10. Revision session

Learning Outcomes and Objectives

On successful completion of the module, the students will develop a critical understanding of major issues and problems associated with:

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Firm's internationalization, such as entry-related decisions and cultural & institutional adaptation,
- Formulating and implementing strategies in multinational firms
- Designing and managing multinational organisation,
- R&D internationalization,
- Ethical and socially responsible behaviour of multinational firms, and
- Operating in and competing with firms in emerging economies.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Work 20%			Exam 80% Group Work 20%	

Bibliography

- Jedrzej George Frynas and Kamel Mellahi. (2015) Mellahi. Global Strategic Management, Third Edition, Oxford University Press.

Additional Background Reading:

- Bartlett, C.A., Ghoshal, S. and Beamish, P. (2008) Transnational Management: Text, Cases and Readings in Cross-Border Management (5th Ed.)
- Irwin McGraw- Hill Rugman, A.M. and Brewer, T.L. (eds) (2001) The Oxford Handbook of International Business, Oxford University Press, Oxford.
- Rugman, A. M. and Collinson, S. (2009) International Business (5th Ed.), Financial Times, Pearson Education, Prentice Hall, Harlow.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3700 Managing Strategy in the Digital Era

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) group work

Module Level: 6 NQF (Honours)

Module Leader
Dr Jochem Hummel (Biography)
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ISM-Analytics (ISMA) Group

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
Due to digitalization of the economy the role of information technology and information systems in business organisations is changing rapidly. Students will learn to think strategically about information systems and how to avoid the worst pitfalls of organisational information technology and systems. This entails 1) understanding what does strategy and competitive advantage mean, 2) learning to identify the competitive potential of information technologies in different contexts, and 3) recognising key management issues to be addressed in organisational information technology and systems with respect to business strategy. The module explores these three dimensions with respect to several key information technology and systems management topics.

Syllabus
The module takes place as one three-hour session per week. The sessions typically consist of a lecture, group work and a plenary in discussing a case study on the weekly topic. The module covers key IS/IT management topic from a strategic perspective such as:

- Strategy and competitive advantage
- Knowledge and information asset management
- Sourcing and cloud computing
- Information security and privacy
- Digital platforms and ecosystems
- The execution of IT projects
- Current hot topics (e.g. sharing economy, business analytics and future technologies)

Learning Outcomes and Objectives
- To develop an understanding of the role of information and information systems in business organisations
- To increase your understanding of the role that IT can play in business by applying concepts and frameworks form the course in the context of real business scenarios

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- To gain an insight into the strategic management issues associated with the planning, development and implementation of IT/IS in organisations
- Explore the details of specific technologies online
- Analyse various real-life technologies using theories of strategy
- Present an analysis of the impact of a particular technology on competitive advantage.
- Improve and develop analytical writing skills

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 70% Group Work 30%			Exam 70% Group Work 30%	

Bibliography

Core textbook

Peppard, J. & Ward, J. 2016. The Strategic Management of Information Systems: Building a Digital Strategy (4th Edition). Chichester, UK: John Wiley & Sons Ltd. – for 2018-2019 we use the 2002 book.

Articles and other readings

- Baldwin, Carliss Y., and Kim B. Clark. 1997. Managing in an Age of Modularity. Harvard Business Review 75(5): 84–93.
- Barney, Jay. 1991. Firm Resources and Sustained Competitive Advantage. Journal of Management 17(1): 99–120.
- Bharadwaj, Anandhi, Omar A. El Sawy, Paul A. Pavlou, and N. Venkatraman. 2013. Digital Business Strategy: Toward a next Generation of Insights. MIS Quarterly 37(2): 471–482.
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- Constantinides, P., Henfridsson, O., & Parker, G. G. 2018. Introduction—Platforms and Infrastructures in the Digital Age. Information Systems Research, isre.2018.0794.
- Feeny, David P., and Leslie P. Willcocks. 1998. Core IS Capabilities for Exploiting Information Technology. Sloan Management Review 39.
- Ghazawneh, A., & Henfridsson, O. 2013. Balancing platform control and external contribution in thirdâparty development: the boundary resources model. Information Systems Journal, 23(2): 173–192.
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http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=5342606(Search "IEEE Xplore digital library" through University of Warwick Library).
- Porter, Michael M. 2001. Strategy and the Internet. Harvard Business Review, 2001, 60–78.
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- Willcocks, Leslie, and H. Margetts. 1993. Risk Assessment and Information Systems. Available from: http://sdaw.info/asp/aspecis/19930042.pdf
- Yoo, Y., Henfridsson, O., & Lyytinen, K. 2010. Research Commentary—The New Organizing Logic of Digital Innovation: An Agenda for Information Systems Research. Information Systems Research, 21(4): 724–735.
- Zittrain, J. 2006. The Generative Internet. Harvard Law Review, 119: 1974–2040.
- Zuboff, S. 2015. Big other: surveillance capitalism and the prospects of an information civilization. Journal of Information Technology, 30(1): 75–89.

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IB3730 Advances in Management Accounting

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour live revision lecture
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Angela Lorenz (Biography)
Reader
Accounting Group

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Pre-requisites
Exchange students who are interested in registering for this module should have completed intermediate level management accounting course at their home institution. They are expected to have a good understanding of topics including traditional costing, activity-based costing, budgeting, performance measurement and management system and management control system.

Module Overview
The aim of this module is to further develop your understanding of management accounting and management control issues in business organisations, as well as an appreciation of recent developments in management accounting that are designed to meet the needs of business organizations in the 21st century. This module builds on the second-year management accounting module.

Syllabus
Topics covered:
- Developments in management accounting
- Strategic management accounting and strategic cost management
- Performance evaluation
- Organisational and social aspects of management accounting

Learning Outcomes and Objectives
On successful completion of this module, you will be able to:
- Demonstrate an understanding of using accounting information for decision making and management control within business organisations.
- Utilise management accounting tools and techniques to solve problems of a management control/performance measurement nature within an organisational context.
- Critically evaluate alternative management accounting tools and techniques in different organisational settings.
- Develop analytic, problem-solving and group work skills.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Individual Assignment 20%			Exam 80% Individual Assignment 20%	

Bibliography

The course is underpinned by chapters from the following text:

Drury, Colin, (2021) Management and Cost Accounting (11th Edition) Cengage

The following texts may also be recommended for additional reading and support for sessions which are not covered by the core book above:

Kaplan, R. and Atkinson, Advanced Management Accounting (3rd edition), Prentice Hall.

W. Seal, R.H. Garrison and E.W. Noreen (2015) Management Accounting, 5th Edition, McGraw Hill.

Hopper, T., Northcott, D. and Scapens, R (2007) Issues in Management Accounting, 3rd Edition, Prentice Hall.

Hoque, D. (2003) Strategic Management Accounting, 2nd Edition, Pearson Prentice Hall.

Current research may also be found in such journals as Management Accounting Research (MAR, UK); Journal of Management Accounting Research (JMAR, US); Journal of Cost Management (JCM, US); Accounting Organisations and Society (AOS); Critical Perspectives in Accounting (CPA); Harvard Business Review (HBR), Information and Organization (IO) and Accounting Auditing and Accountability Journal (AAAJ). Accounting Historians Journal (AHJ), Practitioner's articles may also be found in the CIMA journal Financial Management and in the US journal Management Accounting.

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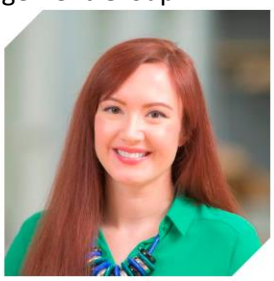
IB3820 Project Management

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Anna Michalska (Biography)
Associate Professor
Operations Management Group



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Pre-requisites
There are no pre-requisites of this module for University of Warwick students, except that the module is not available to students who are on a Computer Science or a Computer Science with Business Studies Joint Honours course due to content overlap.
Exchange students who are from a Computer Science background and have studied similar topics should be aware of the content overlap when choosing the module.

Module Overview
The main aim of this module is to provide insights into key areas of project management to enable you to work within or to lead a project team.

Syllabus
- Introduction to project management
- Project definition
- Project organization
- Stakeholder management
- Time planning
- Financial planning and control
- Risk management
- Project completion and review

Learning Outcomes and Objectives
By the end of this module you should be able to:
- Critically appraise various project management principles
- Define aims and objectives of a project and how they will be evaluated
- Identify and classify project stakeholders
- Follow project progress through a system for planning and control
- Understand how to prepare a project budget and manage project financially
- Identify and characterise risks and design strategies for managing them
- Review the people issues of a project in a structured way
- Demonstrate oral communication skills developed through case study discussion and group presentations

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Demonstrate problem solving skills developed through analysing business problems in case studies

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Atkinson, R. (1999) 'Project Management: Cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria' IJoPM 17(6):337-342
- Lilley, S., G. Lightfoot & P. Amaral M. N. (2004) Representing Organization: Knowledge, Management, and the Information Age Oxford: OUP
- Palmer, C. G. S. (1996) 'Risk Perception: An Empirical Study of the Relationship Between Worldview and the Risk Construct' Risk Analysis 16(5):717-723
- Rees-Caldwell, K. & A. H. Pinnington (2013) 'National culture differences in project management: Comparing British and Arab project managers' perceptions of different planning areas' IJoPM 31(2):212-227
- Slack, N., A. Brandon-Jones & R. Johnston (2013) Operations Management (7th edn.) Harlow: Pearson
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- Wadell, D. & A. S. Sohal (1998) 'Resistance: a constructive tool for change management' Management Decision 36(8):543-548
- Zwikael, O. & M. Ahn (2011) 'The Effectiveness of Risk Management: An Analysis of Project Risk Planning Across Industries and Countries' Risk Analysis 31(1):25-37

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IB3840 Supply Chain Management

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Sangho Chae (Biography)
Associate Professor
Operations Management Group

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
This module sets out to provide a holistic strategic view of supply chain management as a source of competitive advantage and examines five core questions:

- Where does supply chain management fit within the business decision making strategies?
- How do supply chains behave?
- Why are supply chain relationships important?
- What coordinating mechanisms exist to manage supply chains?
- What are the critical supply chain issues pertaining to performance, risk, strategy and sustainability?

Syllabus
- The scope and definition of supply chain management
- The strategic importance of networks and supply chains
- Supply chain configuration
- The dynamics of supply chain performance
- Purchasing & supplies management
- Supplier development
- Account management
- Logistics and distribution
- Fast response and just in time
- Inventory management
- Process technology strategy
- The management of information and IT across organisations
- Interaction and relationship management
- The design chain
- Global and international supply chain management
- Political, ecological and economic policy issues in supply chain management.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

By the end of the module, you should be able to:

- Have acquired an understanding of the objectives and motivations for the management of supply chains;
- Have gained an understanding of the management of suppliers and key customers;
- Have acquired an understanding of the principles related to the management of supply chain operations;
- Have gained an understanding of the dynamics of supply chain processes;
- Be able to identify improvement opportunities for the management of supply chains.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Kim, S. and Chae, S. (2022) 'Shareholder Value Effects of Ethical Sourcing: Comparing Reactive and Proactive Initiatives', Journal of Business Ethics, 179(3), pp. 887–906.
- Lee, H.L. (2024) 'The triple-A supply chain', 82(10), pp. 102–113.
- Montabon, F., Pagell, M. and Wu, Z. (2016) 'Making Sustainability Sustainable', Journal of Supply Chain Management, 52(2), pp. 11–27.
- Swink, M., Melnyk, S., Hartley, J.L. & Cooper, M.B. (2024) "Managing Operations Across the Supply Chain" 5th ed. New York: McGraw-Hill
- Villena, V.H. and Gioia, D.A. (no date) 'A more sustainable supply chain', 98(2), pp. 84–93

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IB3940 International Financial Management

Teaching Term(s): Autumn

Standard Delivery:
1 x2 hours per week (10 weeks) lectures
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Arie Gozluklu (Biography)
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Finance Group

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Pre-requisites

Exchange students should have prior knowledge of the following learning outcomes:

- Have been introduced to the workings of the equity and bond markets and have the skills and understanding to use quantitative tools for pricing stocks and bonds;
- Have developed a critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to maximum effect;
- Be aware of key empirical tests of the Efficient Markets Hypothesis, and the implications of those empirical findings;
- Have had structured opportunities to practise using the key tools and techniques of Financial Markets theory;
- Have had an introduction to the workings of the derivatives markets and the skills and understanding to use quantitative tools for pricing derivatives;
- Be prepared for advanced undergraduate and postgraduate studies in Finance.

Module Overview

The aims of this module are to:

- cover the fundamental concepts of international finance
- understand the operation of the spot and forward foreign exchange markets
- derive the main international parity relationships among exchange rates, interest rates, and inflation rates
- overview of a number of techniques to forecast exchange rates
- review the risk and return relations of international investments with a particular focus on international diversification
- introduce various models to calculate the cost of capital in an international context.
- strike a balance between the presentation of theoretical models and the implementation of the theory while allowing the students to gain first-hand experience with financial data.

Syllabus

- History and background of the development of the international monetary system.
- The market for foreign exchange.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- International parity relations and forecasting exchange rates.
- International money, equity and bond markets.
- Currency forwards and futures markets, swap markets and options markets.
- Managing economic, transaction and translation exposure.
- International portfolio investment.
- Foreign direct investment.
- International capital budgeting.
- International taxation.

Learning Outcomes and Objectives

By the end of the module students should be able to:

- An understanding of appropriate techniques sufficient to allow detailed investigation into international markets.
- Conceptual understanding that enables the student to evaluate the rigour and validity of published research in international finance and assess its relevance to different country situations.
- Ability to acquire and analyse data and information, to evaluate their relevance in an international setting.
- Gaining familiarity with FX data, research sources and appropriate methodologies.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

- Bekaert, G. and R.J. Hodrick (BH, 2017). International Financial Management, Third Edition. Pearson Prentice Hall. Eun, C.S and B.G. Resnick (ER, 2014), International Finance (Global Edition). McGraw-Hill.
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IB3950 Entrepreneurial Finance Markets

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 hour live revision lecture
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Johannes Kleinhempel (Biography)
Assistant Professor
Entrepreneurship & Innovation Group

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Pre-requisites
There are no pre-requisites for this module. However, as it contains significant quantitative content, it is more suited to students with a strong understanding of economics and/or finance.

Module Overview
During the module we will look at issues affecting finance markets (debt and equity) for new ventures and small firms. These 'entrepreneurial' firms are typically informationally opaque and therefore find it harder to obtain finance than large firms. We will look at issues affecting the supply of entrepreneurial finance e.g., credit rationing and equity gaps; and issues affecting demand e.g., control aversion and entrepreneurial over-optimism. There are three key stakeholder groups in entrepreneurial finance: entrepreneurs who want money to fund their ideas; finance providers (banks, angels, and venture capitalists), who want to make money from funding entrepreneurs; and government, which wants good entrepreneurs to receive funding and create jobs. The module therefore views entrepreneurial finance issues from the perspectives of entrepreneurs, finance providers, and government.

Syllabus
1. Introduction providing an overview of key issues including: the principal causes of financial constraints for new ventures; the role of financial intermediaries; the role of government support (British Business Bank); sources of entrepreneurial finance; the pecking order of entrepreneurial finances.
2. The entrepreneurial context for new venture finance: What is an entrepreneur? What makes an entrepreneur?
3. Evaluating new ventures for finance: venture capitalist and banker perspectives.
4. Theory and evidence of credit rationing in new venture debt markets: Are entrepreneurs financially constrained?
5. Developments in lending technologies for new ventures: Has the introduction of credit scoring for small business loans improved access to finance among new ventures? The role of asset finance and asset-based lending (invoice finance) in helping overcome financial constraints.
6. Government intervention in new venture financial markets: The rationale for intervention: market failure. Is there a systemic market failure or is it restricted to particular types of business

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

or capital? Examples of public assistance in new venture debt and equity markets (e.g., the Enterprise Finance Guarantee).
7. Is there ethnic and/or gender discrimination in entrepreneurial finance markets?
8. Developments in crowdfunding and peer-to-peer lending. Have these developments helped democratise entrepreneurial finance?
9. Equity finance: Why are venture capital backed start-ups so rare; what are the rare qualities of these start-ups? What do venture capitalists do and how do they add value to their portfolio companies? How do venture capitalists value their portfolio companies?
10. Harvesting equity investments.

Learning Outcomes and Objectives

- Broaden students' understanding of new venture financial markets.
- Equip students with skills necessary for both raising finance for and evaluating investment opportunities in new ventures.
- Provide students with a deep analytical understanding of new venture finance theory and practice.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Exam (Online – January) 80% Group Presentation 20%			Exam 80% Group Presentation 20%	

Bibliography

- Bonini, S. and Capizzi, V., 2019. The role of venture capital in the emerging entrepreneurial finance ecosystem: future threats and opportunities. Venture Capital, 21(2-3), pp.137-175.
- British Business Bank, Small Business Finance Markets Reports, 2019-2023
- Ferrati, F. and Muffatto, M., 2021. Reviewing equity investors' funding criteria: A comprehensive classification and research agenda. Venture Capital, 23(2), pp.157-178.
- Fraser, S. (2019). Entrepreneurial Borrowing: Do Entrepreneurs Seek and Receive Enough Credit?, Foundations and Trends® in Entrepreneurship, vol. 15, No. 5-6, 431-663.
- Harrison, R.T. and Mason, C.M., 2019. Venture Capital 20 years on: reflections on the evolution of a field. Venture Capital, 21(1), pp.1-34.
- Kaartemo, V., 2017. The elements of a successful crowdfunding campaign: A systematic literature review of crowdfunding performance. International Review of Entrepreneurship, 15(3), pp.291-318.
- Mochkabadi, K. and Volkmann, C.K., 2020. Equity crowdfunding: a systematic review of the literature. Small Business Economics, 54, pp.75-118.

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IB3960 Financial Statement Analysis & Security Valuation

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Lisa Liu (Biography)
Senior Teaching Fellow
Accounting Group

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Room No: WBS 1.202

Pre-requisites

Before studying this module, students should have prior knowledge which allows them to do the following:

- Critically appraise the value added by a capital project by calculating the present value of expected future cash flows, and estimating the cost of capital;
- Describe how tax impact project appraisal;
- List the different forms of market efficiency, and interpret the results of key empirical tests of the Efficient Market Hypothesis;
- Compare and contrast the main sources of financing for a company;
- Explain what is meant by capital structure and dividend policy, and discuss the relevance of each to corporate financial management;
- Explain the importance of financial planning over both the short term and long term;
- Distinguish between spot and forward exchange rates;
- State and apply the Interest-Rate Parity and Purchasing Power Parity theorems in the context of foreign exchange;
- Define key shareholder ratios (e.g. earnings per share, dividend yield and price-earnings ratio) and use discounted cash-flow techniques to estimate share prices;
- Use discounted cash-flow techniques to value financial securities and/or estimate the value added by capital projects;
- Construct spreadsheets to calculate Net Present Values and Internal Rates of Return;
- List and challenge the assumptions underpinning each of the key models studied;
- Reflect critically on the limitations of each of the models studied.

Module Overview

The main objective of the module is to provide students with the tools to analyse firm financial performance from an equity valuation perspective and to carry out a business valuation building on this analysis. A further objective is to encourage students to use the valuation-based framework to analyse the 'quality' of accounting information and to explore empirical studies concerned with testing the value-relevance of financial statement information.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Syllabus

1. Accounting and cash flow valuation models
2. Financial analysts' use of financial statements: practice and evidence
3. Reformulation of financial statements and value-based ratio analysis
4. Implementation of accounting valuation models
5. Accounting quality and the value relevance of accounting information

Learning Outcomes and Objectives

By the end of the module you should be able to:

- Understand and apply business valuation models that use accounting numbers.
- Understand the importance of ratio analysis to investors and analysts and learn how to apply a value based approach to ratio analysis.
- Prepare a thorough valuation analysis including sensitivity analysis on key assumptions.
- Understand the factors determining quality of accounting information from an investor perspective and gain a basic understanding of empirical research on value relevance.
- Demonstrate oral and written communication skills in relation to the analysis of company financial statement information from a valuation perspective.
- Apply modelling and spreadsheet skills to the solution of performance analysis and valuation problems.
- Apply and integrate concepts from accounting and finance to the analysis of business plans and company valuation.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

Financial Statement Analysis and Security Valuation 5th edition by Stephen H. Penman (2013).

Additional readings:

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- 'The Quality of Financial Statements: Perspectives from the Recent Stock Market Bubble' Accounting Horizons, 17, Supplement, pp. 77-96
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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

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IB3A70 Problem Structuring for Analysis

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 hour revision class
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites
There are no pre-requisites for this module.

Module Overview

This module emphasises the practical analytic skills you need to conduct projects in organisations. Alongside some 'technical', numbers-based content, the module explores the 'soft' qualitative tools needed to understand problematic situations. Qualitative tools such as rich picturing and causal mapping – creative, visual techniques that are becoming increasingly important in today's complex business world. This module will not introduce you to dozens of new numerical techniques. Instead, we explore the practical aspects of getting the tools to work in practice. The focus is approximately 70% / 30% in favour of qualitative rather than quantitative tools. All topics are tackled from a pragmatic perspective. Students are expected to work collaboratively (this is a practical aspect of tool use) and seminars usually consist of group work. In addition, students are asked to discuss case literature, considering the strengths and weaknesses of projects and developing a critical mindset.

Syllabus
Students are introduced to the field of Operational Research with emphasis on recent developments in the area of Analytics. A collection of qualitative (Problem Structuring) and quantitative methods are introduced including:

- Systems Thinking
- Problem Structuring Methods
- Causal Mapping
- Soft Systems Methodology (SSM)
- Spreadsheet Modelling

The module will focus on a selection of methods; this selection may vary from year to year. The critique of an Operational Research/Analytics project is also covered on the module.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

- To understand the benefits of OR tools in the context of management consulting projects.
- To be able to analyse a real-life OR project, identify the main phases, and discuss its strengths and weaknesses at a basic level.
- To understand how 'hard' (numbers-based) and 'soft' (words-based) modelling techniques can work together.
- To develop basic competence in Problem Structuring Methods (PSMs).
- To develop basic competence in at least one 'hard' (numbers-based) OR modelling technique.
- To develop basic competence in at least one 'soft' (words-based) OR modelling technique.
- In a more general sense, to develop analytical, critical thinking, group-working and professional skills.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Presentation 20%			Exam 80% Group Presentation 20%	

Bibliography

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IB3A90 Design in Business

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites
There are no pre-requisites for this module.

Module Overview
Several companies such as Apple, BMW, Alessi, IKEA and Amazon have been able to differentiate their products, services and business models thanks to superior design. In this module we consider design as an essential way to innovate the aesthetics, functionality, ease of use and meaning of products and services. As such, design is not an attribute of luxury goods and elite products alone, but rather a way to solve problems and innovate. Throughout the module we will explain how design and 'design thinking' differ from traditional approach to management and innovation. In particular, we will emphasize the importance of adopting an explorative approach that is iterative and human-centred, and we will see how this approach has led some organizations to completely reinvent product and service categories.

Syllabus
- Overview: What is design? Why is it important?
- Design as a process
- Collaboration across functions in innovation processes
- Different approaches to design and innovation: User-centred innovation, technology push and design-driven innovation
- New Product Development
- New Service Design and Development
- Design thinking
- Design and technology
- The impact of design on business performance

Learning Outcomes and Objectives
- Appreciate and understand the contribution that design can make to innovation and organisational success
- Understand the role of design within an organisational context
- Provide insights into the functions and contributions of professional designers

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Develop a critical understanding of the various innovation and design approaches and processes
- Comprehend the scope and content of design in both product and service contexts
- Examine the impact that design and designers can make on organisational performance.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group presentation 20%				

Bibliography

Core text:

As main textbook, we will use: Roberto Verganti (2009), Design-driven innovation, Harvard Business School Publishing Corporation. *[We have recommended that the library get copies, but in our experience these may not be sufficient.]*

Other texts:

- Trott, P. (2011), Innovation management and new product development, 5th edition, FT Prentice Hall (Good introduction to innovation management)
- Brown, T. (2009), Change by design: How design thinking transforms organizations and inspires innovation. New York: Harper- Collins.
- Martin, R. 2009. The design of business: Why design thinking is the next competitive advantage. Boston, MA: Harvard Business Press.

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IB3AB0 AI in Business Practices

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

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Pre-requisites

There are no pre-requisites of this module for University of Warwick students, except that the module is not available to students who are on the Computer Science or a Computer Science with Business Studies Joint Honours course due to content overlap.
Exchange students who are from a Computer Science background and have studied similar topics should be aware of the content overlap when choosing the module.

Module Overview

AI in Business Practices, introduces third-year business students to the transformative role of Artificial Intelligence (AI) in modern business practices. Designed to provide a conceptual foundation rather than technical skills, the course explores what AI is, its underlying principles, and how it is shaping industries worldwide. Students will examine real-world applications of AI across various sectors such as finance, healthcare, retail, and logistics, understanding its potential to drive innovation and efficiency. The module also critically addresses important challenges like ethical considerations, algorithmic bias, data privacy, and the societal implications of generative AI. By the end of this module, students will be equipped with the knowledge to evaluate the opportunities and risks of AI, empowering them to make informed decisions as future business leaders in an AI-driven world.

Syllabus

Topics covered will be:

Introduction to AI in Business: Overview, historical context, and key concepts.
AI and technical foundations/terminology: Technologies that enable AI.
AI and Applications: Types of AI and real-world applications in various industries.
AI in Decision Making: AI-driven decision-making processes.
AI and Workforce Transformation: Evolving roles and responsibilities as AI takes over routine tasks, labor law implications.
AI Ethics, Privacy, and Bias in AI: Addressing ethical issues, privacy concerns, and bias in AI systems.
Implementing AI in Business: Steps for integration and future trends.

Learning Outcomes and Objectives

Particular aims of the module include helping you to:

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Demonstrate and explain the fundamental concepts of Artificial Intelligence (AI), its principles, and the ways it is applied in different business sectors to enhance efficiency and innovation.
Examine underlying concepts which enable AI tools and frameworks in business practices, identifying opportunities for implementation of AI and recognizing potential risks and limitations.
Develop critical thinking and problem-solving abilities by assessing the ethical, social, and economic implications of AI in real-world business contexts.
Effectively communicate complex ideas about AI applications and challenges in business, while demonstrating independent learning capabilities.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

De Cremer, D. and Kasparov, G., 2021. AI should augment human intelligence, not replace it. Harvard Business Review, 18(1). Enholm, I.M., Papagiannidis, E., Mikalef, P. and Krogstie, J., 2022. Artificial intelligence and business value: A literature review. Information Systems Frontiers, 24(5), pp.1709-1734.
Bauer, K., von Zahn, M. and Hinz, O., 2023. Expl (AI) ned: The impact of explainable artificial intelligence on users' information processing. Information systems research, 34(4), pp.1582-1602.
Raisch, S. and Krakowski, S., 2021. Artificial intelligence and management: The automation–augmentation paradox. Academy of management review, 46(1), pp.192-210.
Phan, P., Wright, M. and Lee, S.H., 2017. Of robots, artificial intelligence, and work. Academy of Management Perspectives, 31(4), pp.253-255.
Ahmed, I., Jeon, G. and Piccialli, F., 2022. From artificial intelligence to explainable artificial intelligence in industry 4.0: a survey on what, how, and where. IEEE Transactions on Industrial Informatics, 18(8), pp.5031-5042.

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IB3BM0 Brand Management

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
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Marketing Group

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Pre-requisites

Students should have a basic knowledge of marketing. Students are strongly recommended to have taken an equivalent introductory marketing module. All students are also recommended, to attain an understanding of marketing, to have taken IB1480, IB1520 or IB2D60.
Exchange students who are interested in registering for this module should have completed a basic level of marketing at their home institution. They are expected to have a good understanding of marketing to study this module.

Module Overview

This module aims to provide students with a solid understanding of what constitutes a 'brand', to explore different forms of consumer/brand engagement and evaluate the functional, symbolic and emotional value that brands hold for both organisations and the markets they serve. It analyses the multi-layered structure of a brand and brand positioning and evaluates how components of the marketing mix can be manipulated to appeal to distinct target markets. It also explores the process of strategic brand management and the importance of brand architecture, reflecting critically upon how organisational structure and management processes might vary over the course of a brand's life cycle. Finally, it reflects critically upon what constitutes an 'ethical' and/or 'sustainable' brand and the benefits and challenges such a position might pose.

Syllabus

Topics covered will be:

- What is a 'brand' and why do 'brands' have value?
- The multiple contexts in which brands/branding is used Consumer relationships with brands
- Creating new brands
- Effective brand communication
- Strategic management of the brand life cycle
- Brand extension and repositioning
- Measuring brand performance and brand equity
- Brand architecture
- Managing international and global brands
- Ethics and sustainability in branding

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

Particular aims of the module include helping you to:

Analyse and critically appraise key theoretical constructs in the field of brand management. Reflect critically upon the range of contexts in which the practice of branding is employed.

Formulate coherent brand strategy in response to specific organisational conditions and challenges posed by the market environment. Evaluate the effectiveness of a brand strategy.

Synthesise information from multiple sources. Reflect critically upon a given brand scenario and identify the most appropriate response, given the conditions. Critically appraise what constitutes a 'sustainable' and/or 'ethical brand.

Information search and evaluation Critical appraisal. Academic and professional writing skills.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Individual Assignment 20%				

Bibliography

Lalaounis, S.T. 2021, Strategic brand management and development: creating and marketing successful brands, Routledge, New York, New York;Abingdon, Oxon, England;

Whitler, K.A. 2021, Positioning for Advantage: Techniques and Strategies to Grow Brand Value, Columbia University Press, New York, NY.

Beverland, M. 2021, Brand management: Co-creating meaningful brands, 2nd edn, SAGE Publications, London.

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IB3D80 Corporate Strategy

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites
There are no prerequisites required for this module.

Module Overview
The module provides students with a sound basis for understanding corporate strategy. The managerial perspective may be of use for students intending to work in the corporate world, and provides frameworks for business analysis and strategy. The module also provides multiple perspectives upon corporate strategy which broadens perceptions of the scope of the academic subject.

Syllabus
Topics covered will be:
- What is Strategy
- Analysing the External Environment
- Analysing the Internal Environment
- Creating a Competitive Strategy
- Formulating a Corporate Strategy
- Executing a Corporate Strategy: Game Theory and Alliances
- Executing a Corporate Strategy: Mergers and Acquisitions
- Corporate Strategy and Organization Design
- Corporate Strategy and (Sustainable) Innovation

Learning Outcomes and Objectives
Particular aims of the module include helping you to:
- Think critically and strategically about strategic management concepts and principles, and how these might be applied, through the use of class discussion, case analysis and project work.
- Root your analysis of companies and markets in frameworks that will ease the identification of their key features. You should be able to determine whether or not particular sectors and companies are attractive and successful.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Developing the ability to identify strategic issues as they occur in complex organizations and to design appropriate courses of action. You should be able to justify the merits of different strategic initiatives using the same kind of arguments that a manager would use.
- Understand and evaluate the sources of competitive advantage or disadvantage for particular businesses. You should be able to propose initiatives aimed at strengthening or developing firms' competitive advantages.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Grant, R. 2018. Contemporary Strategy Analysis (10th edition). John Wiley & Sons.
- Whittington, R., Regner, P., Angwin, D., Johnson, G., Scholes, K. 2019. Exploring Strategy (12th edition). Pearson Education Ltd.

Additional Reading

- Stout, L. A. (2012). The problem of corporate purpose. Issues in Governance Studies.
- Porter, M. E. (2008). The Five Competitive Forces That Shape Strategy. Harvard Business Review.

Articles

- Bower, J. L., & Paine, L. S. (2017). The Error at the Heart of Corporate Leadership. Harvard Business Review, 95(3): 50-60.
- Durand, R., Grant, R. M., & Madsen, T. L. (2017). The expanding domain of strategic management research and the quest for integration. Strategic Management Journal, 38(1): 4-16.
- Furrer, O., Thomas, H., & Goussevskaia, A. (2008). The structure and evolution of the strategic management field: A content analysis of 26 years of strategic management research. International Journal of Management Reviews, 10(1): 1-23.
- Jensen, M. C. (2001). Value maximisation, stakeholder theory, and the corporate objective function. European Financial Management, 7(3), 297-317.
- Kaplan, R. S. and Norton, D. P. (1996). Using the Balanced Scorecard as a Strategic Management System. Harvard Business Review, 74(1), 75â85.
- Mintzberg, H. & Lampel, J. (1999). Reflecting on the strategy process. MIT Sloan Management Review, 40(3), 21-30.
- Nag, R., Hambrick, D. C., and Chen, M. J. (2007). What is strategic management, really? Inductive derivation of a consensus definition of the field. Strategic Management Journal, 28, 935-955.

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IB3E60 Ethical Issues in Contemporary Business

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites
There are no pre-requisites for this module.

Module Overview
This module will:
- Introduce students to basic theories of ethics.
- Engage students with a range of ethical challenges faced by contemporary business and other organisations in the practices of their activities and operations.
- Enable students to apply theories of ethics to contemporary issues faced by business and other organisations.
- Enable students to engage with and critically reflect upon ethical choices and dilemmas by engaging in a team-based project work which requires them to deal practically with ethical concerns.

Syllabus
- Introduction to business ethics and overview of module
- How narratives, habits and non-reflectiveness affect ethics in organizations
- Utilitarian ethics and organizations
- Deontological/Kantian ethics and organizations
- Virtue ethics and organizations
- Freedom and rights: liberalism and egalitarianism
- Ethics and Emotions in Organisations
- Marx, commodity fetishism and inhumane working conditions
- Feminist Ethics
- The future of work

Learning Outcomes and Objectives
- Knowledge of core theories of ethics
- Application of ethical theories to analyse ethical issues in contemporary organizations
- Understand the ethical issues contemporary organizations are facing

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Understand current organizational responses to ethical issues
- Critical thinking in analysing ethical issues.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 70% Group Presentation 20% Participation 10%				

Bibliography

Textbooks:

- Sandel, Michael. (2010). Justice: What's the Right Thing to Do? Penguin Books: London
- Gibson, K. (2012). Ethics and Business: An Introduction Cambridge: Cambridge University Press.
- Sandbu, Martin (2011) Just Business: Arguments in Business Ethics. London: Pearson Hall.

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IB3F20 Company Law

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Robert Poole (Biography)
Senior Teaching Fellow
Accounting Gruop

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
The aim of this module is:
- To understand the legal structure of UK business organisations.
- To provide an understanding of the key concepts of UK company law.
- To understand the rights and remedies available to the main stakeholders in UK companies.
- To develop the ability to analyse legal problems and apply problem-solving techniques to hypothetical situations.
- To develop legal research skills and the ability to critically evaluate legal principles and law in practice.

Syllabus
- Formation and constitution of business organisations - Agency law
- Formation and constitution of business organisations - partnerships
- Formation and constitution of business organisations – Corporations and legal personality
- Formation and constitution of business organisations – formation and constitution of a company
- Capital and the financing of companies – share capital, loan capital and capital maintenance/dividend law
- Management, administration and regulation of companies – directors, other officers
- Management, administration and regulation of companies – meetings and resolutions
- Insolvency law – insolvency and administration
- Corporate fraudulent and criminal behaviour

Learning Outcomes and Objectives
By the end of the module the students should be able to:
- Understand the legal structure of UK business organisations.
- Understand the key concepts of UK company law.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Understand the rights and remedies available to the main stakeholders in UK companies.
- Demonstrate the ability to analyse legal problems and apply problem-solving techniques to hypothetical situations.
- Demonstrate legal research skills and the ability to critically evaluate legal principles and law in practice.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 100%			Exam 100%	

Bibliography

- McLaughlin, S. Unlocking Company Law, 4th Ed, 2019 Routledge
- Mayson, French & Ryan, Company Law, 33rd edition, 2016, Oxford University Press
- Jones, L. Introduction to Business Law, 2nd Ed, 2012/13 Oxford University Press

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IB3FM0 Forensic Accounting using Data Analytics

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) lectures
1 x 2 hours per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites

Students should have a basic knowledge of accounting. Students are strongly recommended to have taken an equivalent introductory accounting module. All students are also recommended, to attain an understanding of accounting, to have taken IB1460, IB1240, IB1330 or IB2D30. Exchange students who are interested in registering for this module should have completed a basic level of accounting at their home institution. They are expected to have a good understanding of accounting to study this module.

Module Overview

This comprehensive module on financial misreporting detection and prediction combines theoretical foundations with practical applications, delivered through integrated lectures and hands-on seminars. Beginning with the fundamental distinction between financial misreporting and earnings management, the course progresses through data analytics techniques, predictive modelling, and culminates in ethical considerations. Students develop practical skills in manipulating financial databases and constructing detection models using programming tools, with a focus on publicly listed corporations. Through hands-on experience with financial databases and industry-standard tools, students learn to identify potential misreporting instances and forecast future occurrences, preparing them for real-world applications in financial analysis and regulatory compliance.

Syllabus

The module includes the following:

- Why firms commit misreporting and current methods of detection
- Financial misreporting
- Regulations on financial misreporting
- The cost of misreporting
- The benefits of misreporting
- Gatekeepers (e.g. Auditors, Analysts, Institutional investors)
- Ethical issues
- Replicating the existing literature and evaluating the benefits and cost associated with choosing any model- Corporate misreporting and tools to detect misreporting
- The concept of earnings management
- The difference between earnings management and financial misreporting

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

The limitations of existing models in misclassifying the fraud firms as non-fraud
Changes in literature on financial misreporting

Learning Outcomes and Objectives

By the end of the module students should be able:

Evaluate and critically analyse existing literature on earnings management and misreporting, and fraud.
Estimate misreporting and fraud prediction models, and misreporting forecasting models.
Recognize the advantages and disadvantages of each model and in which case each model is more useful.
Critically evaluate misreporting and fraud detection and prediction models.
Critically interpret and evaluate the outcome of the different models.
Write informed reports evaluating firmâs likelihood of having manipulated earnings or misreported (i.e., detection/prediction).
Explain key detection/prediction models and reflect critically on the limitations of those models and the assumptions that underpin them.
Interpret empirical evidence and offer coherent insights into firmâs financial reporting quality and likelihood of (future) misreporting.
Communicate complex ideas effectively, in writing and through data visualization techniques.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

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Li, L. and McMurray, A. (2022): Corporate fraud across the globe.
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Srivastava, Anup (2019). “Improving the measures of real earnings management”. In: Review of Accounting Studies 24.4, pp. 1277–1316.
Karpoff, Jonathan M et al. (2017). “Proxies and databases in financial misconduct research”. In: The Accounting Review 92.6, pp. 129–163.
Dechow, Patricia M et al. (2011). “Predicting material accounting misstatements”. In: Con-

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Beneish, M. D. (1999). The detection of earnings manipulation. In Financial Analysts Journal, 55(5), 24-36.
Cecchini, M., Aytug, H., Koehler, G. J., & Pathak, P. (2010). Detecting management fraud in public companies. In Management Science, 56.7, pp. 1146-1160.
Chakrabarty, B., Moulton, P. C., Pugachev, L., & Wang, X. F. (2022). Catch me if you can: In search of accuracy, scope, and ease of fraud prediction. Available at SSRN: https://ssrn.com/abstract=3352667 or http://dx.doi.org/10.2139/ssrn.3352667
Alawadhi, A., Karpoff, J., Koski, J. L., & Martin, G. D. (2023). The prevalence and price distorting effects of undetected financial misrepresentation: empirical evidence. Working Paper. Available from: https://haslam.utk.edu/wp-content/uploads/2023/04/Karpoff-FP-paper-2023.04.23.pdf
Bao, Y., Ke, B., Li, B., Yu, Y. J., & Zhang, J. (2020). Detecting accounting fraud in publicly traded US firms using a machine learning approach. In Journal of Accounting Research, 58(1), 199-235.

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IB3FP0 Principles of Finance (For Finalists)

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hours per week (10 weeks) lectures
1 extra hour in the first week in place of asynchronous independent online learning
1 x 1 hour per week (9 weeks) asynchronous independent online learning starting from week 2
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Elizabeth Whalley (Biography)
Assistant Professor
Finance Group

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Pre-requisites

Students should have a basic knowledge of finance. Warwick students need to have completed IB1320 or IB2D90 before taking IB3FP0, so Visiting and Exchange students who are interested in registering for this module should have completed an equivalent introductory finance module at their home institution and have sufficient knowledge of the mathematics and statistics used in the module.

In particular, students should have 'A'-level Mathematics or its equivalent, including:
Algebra – sequences and series.
Calculus: Taylor series expansions, differentiation of power-law, exponential and logarithmic functions.
Statistics: mean, standard deviation, correlation, linear regression.
In addition, students should have at least a basic knowledge of:
Discounted cash-flow techniques: annuities, perpetuities, Net Present Value, Internal Rate of Return, including their use in valuing financial securities (e.g. bonds) and/or estimating the value added by capital projects.
Cost of Capital: Capital Asset Pricing Model.
Risk and return: calculation of expected return, variance of returns on an asset, covariance between returns on two assets. Concept of diversification.
The main sources of financing for a company: equity and debt.
Market efficiency.

Module Overview

This is a second-level module in Finance for third- or fourth-year Undergraduate students which focuses on topics in Asset Pricing, i.e. the valuation of traded financial assets.
The module aims to introduce the workings of the equity, bond and derivative markets, and equip students with the skills and understanding to use quantitative tools for pricing stocks and bonds, forwards and options. Students will develop their critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to optimal effect.

Syllabus

The module includes the following:

Financial Arithmetic - Discounted cash flow, annuities, perpetuities, Gordon growth model, net present value, internal rate of return.
Investment under Certainty - Inter-temporal consumption, Fisher Separation.
Investor Preferences - Risk aversion, Expected utility.
Optimal Portfolio Selection - Diversification, Risk vs. Return, Capital Allocation Line.
Capital Asset Pricing Model - Beta, CAPM, Capital Market Line and Securities Market Line
Bonds & Interest Rates - Spot rates, forward rates, bond pricing, term structure of interest rates, Pure Expectations and Liquidity Preference hypotheses.
Market Efficiency - Efficient Markets Hypothesis, calendar anomalies, speculative bubbles, empirical tests.
Financial Derivatives - Arbitrage-free futures pricing, binomial and Black-Scholes option pricing.

Learning Outcomes and Objectives

By the end of the module students should be able:
Distinguish between systematic and non-systematic risk and contrast the implications of bearing each type of risk.
Solve numerical exercises demonstrating how to construct optimal portfolios of risky securities under different scenarios.
Critically evaluate key theoretical models of the relationship between risk and return, the relationship between bond values and interest rates and the relationship between prices of traded assets and derivatives on that asset.
Formulate different hypotheses of the term structure of interest rates and evaluate their implications in practice.
Critically appraise the results of key tests of the Efficient Markets Hypothesis.
Use pricing formulae to calculate the values of traded financial securities.
Critically evaluate key issues in asset valuation.
Create optimal portfolios of financial securities for given scenarios and critically assess the impact of investor characteristics on portfolio composition.
Distinguish between forward rates and expected future spot interest rates.
Formulate trading strategies to take advantage of arbitrage opportunities in markets for forwards and futures, options and bonds.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Exam (Online – January) 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

REQUIRED TEXT:
Hillier D, Ross SA, Westerfield RW, Jaffe J and Jordan BD, Corporate Finance (5th ed. 2024), McGraw-Hill
OTHER TEXTS:
Bodie Z, Kane A & Marcus AJ, Investments (13th ed. 2023), McGraw-Hill
Copeland TE, Weston JF & Shastri K, Financial Theory and Corporate Policy (4th ed. 2013), Pearson Addison-Wesley

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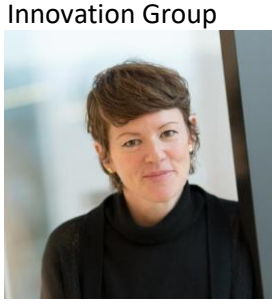
IB3H50 Images of Creativity

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) lecture
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 2 hours per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Rachel Dickinson (Biography)
Associate Professor
Entrepreneurship & Innovation Group



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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This is an interdisciplinary module available and relevant to all Warwick University Undergraduates in their final year of study. The module examines and illuminates Creativity through collaborative group learning drawing on a range of different domains / disciplines. The overarching aim of the module is to build an interdisciplinary appreciation and understanding of creativity and creative processes, including the relationship between theoretical ideas and concepts and practical applications, and how its value (both personal and professional) can be communicated to a multidisciplinary audience. Content features: creative contexts inc. people, places, processes, curiosity, motivation, learning from failure, resilience, design thinking.

Syllabus
An outline of the syllabus includes:

- An introduction to Images of Creativity
- Creativity (in theory)
- Creative Contexts
- Fostering Curiosity
- Introducing your assessment
- Creative Processes
- Learning from failure
- Design Thinking
- Creative Manifesto
- Creative Paths

Learning Outcomes and Objectives
Principal module aims:

- Build an interdisciplinary appreciation and model of creativity, through content and experience of different disciplinary understanding (practice and process);
- Examine and illuminate our understanding of creativity, through social and collaborative learning;

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Understand the difference between exceptional and everyday creativity and the impact of this on your personal and professional lives;
Recognise and develop your creative potential (including attitude and behaviour), through creative learning.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

Robert J. Sternberg (2006) The Nature of Creativity, Creativity Research Journal, 18:1, 87-98.
Homayoun, S and Henriksen, D (2018), Creativity in Business Education: A Review of Creative Self-Belief Theories and Arts-Based Methods, Journal of Open Innovation: Technology, Market and Complexity, 4:55, 1-19.
Sternberg, R. and Kaufman, J. (2018) The Nature of Human Creativity, London, Cambridge University Press.
Robinson, K (2012) Out of our minds: learning to be creative, Chichester: Capstone.
Shorthose, J. and Maycroft, N. (2017) Where is creativity? A multidisciplinary approach, London: Routledge.
Bohm, D (2013) On Dialogue, London, Routledge.
Goller,I and Bessant, J. (2017) Creativity for Innovation Management, London, Routledge.
Bryan, R and Hämäläinen, M. (2018) The Art of Co-Creation, A Guidebook for Practitioners, London, Palgrave Macmillan.

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IB3H70 Mergers and Acquisitions

Teaching Term(s): Spring

Standard Delivery:
1 x 2 hours per week (10 weeks) lecture
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Noah Lyman (Biography)
Assistant Professor
Finance Group

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Pre-requisites

The module builds on prior knowledge of cost of capital, cash flow analysis, and project valuation. You are expected to be able to estimate a firm's cost of capital and forecast its free cash flows. The module also requires some fundamental understanding of event study methodology and frequently used valuation approaches, such as discounted cash flow, adjusted present value, and comparable company valuation.

Module Overview

This module aims to:
To equip students with a solid understanding of the economic motivations for combining two companies and the key drivers of value creation in M&A, including how the method of payment, sales process, participation of private equity and hedge fund investors, and broad market conditions influence the outcome of a deal.
To provide students with an applied framework for evaluating M&A as an investment decision and understand common approaches for valuing potential targets.
To engage students with real-world application and business case studies.

Syllabus

The module will cover the following topics:

- History of M&A - merger waves
- Economic motives for M&A
- Deal structure and consideration
- M&A valuation
- Leveraged buyouts and private equity
- Abnormal returns and merger arbitrage
- Hostile takeovers and anti-takeover defences
- Hedge fund activism

Learning Outcomes and Objectives

Principal module aims:

- Understand the economic drivers of corporate M&A activities

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Develop appreciation of how value is created and destroyed in M&A through in-depth analysis of how to "do a deal"
Identify various risks associated with different M&A strategies and how to manage such risks
Understand commonly used takeover tactics and defences
Recognize joint ventures and strategic alliances as plausible alternatives to M&A
Develop an intuitive understanding of how and when to apply different valuation techniques and modelling tools, their underlying assumptions and practical limitations
Know how to manage the acquisition process and the challenges associated with each of its phases
Be able to assess the advantages and disadvantages of alternative M&A deal structures
Understand the role of private equity and hedge funds in the takeover process
Learn how to interpret abnormal returns as a measure of value creation
Understand how to perform an event study
Develop the skills to construct a merger arbitrage trading strategy

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Presentation 20%			Exam 80% Group Presentation 20%	

Bibliography

Four required case studies. No core textbook. Three textbooks recommended as general references on M&A:

Mergers, Acquisitions, and Other Restructuring Activities, 10th Edition, Donald M. DePamphilis, Academic Press (2019)
Mergers, Acquisitions, and Corporate Restructurings, 7th Edition, Patrick A. Gaughan, John Wiley & Sons Inc. (2018)
Investment Banking: Valuation, LBOs, M&A, and IPOs, 3rd Edition, Joshua Rosenbaum and Joshua Pearl, John Wiley & Sons Inc. (2020)

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3H90 Strategic Games: Thinking rationally about business, policy and real life

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 2 hours live revision lectures
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Despoina Alempaki (Biography)
Associate Professor
Behavioural Science Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
In this module you will:

Develop your theoretical and practical understanding of strategic decisions using tools drawn from economics, game theory, and psychology.
Learn to interpret social and psychological situations using these tools.
Be encouraged to take a broad view of policy decisions that have strategic implications, and to predict the consequences of those policies.

Syllabus
The syllabus will include such topics as:

Definition of strategic situation and equilibrium
Backward induction and rollback equilibrium
Strategic moves and the problem of credibility
Nash equilibrium in pure and mixed strategies
The prisoner's dilemma and the tragedy of the commons
Asymmetric information and unravelling
Screening and Signalling
Matching games and the deferred acceptance algorithm
Bargaining and negotiation
Evolutionary games
Auction theory and the winners curse
Intrapersonal games

Learning Outcomes and Objectives
Subject knowledge and understanding

Deploy the basic concepts of strategic thinking, in a largely non-technical way. These concepts will include strategy, zero-sum game, Nash equilibrium, prisoner’s dilemma,

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

winner's curse, asymmetric information, disclosure and trust, and costly signalling, bargaining zone, backwards induction.

Discuss critically the strategic thinking underlying a broad range of decisions taken from all aspects of life.

Subject specific skills

Distinguish between the mathematical and economic concept of the correct strategy, and the 'psychological' concept, meaning what might be the correct strategy given what others are likely to do.

Understand how strategic thinking can influence success in all aspects of life.

Cognitive skills

Demonstrate logical and critical thinking skills in being able to recognise the potentially counter-intuitive effects of strategic decisions.

Recognise the links between situations that differ widely in content but share common underlying strategic structures.

Distinguish between the outcome of logical analysis and 'psychological' analysis of strategic situations.

Key skills

Analyse strategic situations and act so as to achieve optimal outcomes, including bidding situations, business negotiations, and even interactions with their own 'future selves.'

Transferable skills

Perspective taking

Logical analysis

Writing and argumentation

Strategic thinking

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

Some useful resources:

Dixit, A. K., Reilly, D. & Skeath, S. (2015). Games of Strategy. Norton. (Fourth edition, but any edition is good)

Schelling, T. (1976). Micromotives and Macrobehaviour. Norton.

McMillan, J. (1992). Games, Strategies and Managers. Oxford University Press. (Good illustrations of how game theory can be used in management settings.).

Roth, A. E. (2015). Who Gets What—and Why: The New Economics of Matchmaking and Market Design. Houghton Mifflin Harcourt.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3J80 Banks and Financial Systems

Teaching Term(s): Spring

Standard Delivery:
1 x 2 hours per week (10 weeks) lectures
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Kebin Ma (Biography)
Associate Professor
Finance Group

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Room No: WBS 2.102

Pre-requisites

Exchange students should have the following prior knowledge in order to undertake this module:

- Good understanding of the concept of (1) risk aversion, (2) moral hazard, (3) adverse selection, and (4) market completeness
- Rudimentary microeconomics (demand, supply, market equilibrium/clearing)
- Good working knowledge of differential calculus and its application in optimisation
- Basic knowledge about the concept of mathematical expectation
- Introductory knowledge about game theory (Nash Equilibrium, 2-by-2 games)

While there will be a review of these concepts and techniques during the module, a prior good understanding of the concepts and techniques will be beneficial.

Module Overview

The module aims to provide an overview of financial systems, to discuss their functions, risks and regulations. The aim of the module is twofold. First, the module should help students to understand the economics of financial contracting---how financial frictions such as agency cost and market incompleteness shape financial contracts and institutions. Second, guided by the theoretical perspectives, the discussion will cover specific issues such as the source of bank risk, risk management and some contemporaneous debates in banking regulation.

Syllabus

An introduction to financial systems, emphasizing their functions of financing and risk-sharing. An overview of market-oriented and bank-oriented financial systems, historical development and cross-country comparisons. Comparing Intermediated financing (such as bank loans) to direct market financing (such as corporate bonds). Discussing banks' advantage as inside creditors as well as the dark side of bank financing. Illustrating banks' role in corporate liquidity provision and market making. bank runs, and deposit insurance. Discussing the financial system's function of risk sharing, with examples of deposit contract in providing liquidity insurance and pension funds in intertemporal risk sharing. Illustrating banks' role in asset and liability transformation (from risky to risk-free assets, and from monitored to unmonitored liabilities). An introduction to the contemporary trend of banking: securitization, shadow banking, and the transition from retail to wholesale banking. Understanding bank risks, particularly the risk of bank runs. Illustrate bank

risk-taking incentives: how it relates to leverage and financial safety net. Providing an overview of systemic crises, credit cycles, and the interplay between banking crisis and sovereign bond crisis. An introduction to bank capital regulation, with a discussion on the evolution of Basel Accord. Also discussing macro-prudential regulations that aim to mitigate systemic risks.

Learning Outcomes and Objectives

The module should help students to discover the subtlety and plasticity of financial contracts and institutions, letting students develop an appreciation for why these institutions, market practices, and governmental regulations are encountered.

Students will achieve the following specific learning outcomes:

Understanding the functions of the financial system and its importance for economic development.

Understanding the advantages and disadvantages of direct market financing and intermediated financing. In particular, recognizing banks' role in providing intermediated financing and corporate liquidity.

Understanding the function of bank deposit, and appreciating the intertemporal risk sharing provided by financial institutions.

Knowing major banking risks and the principles of bank risk management.

Understanding risk-taking incentives in banking industry and how banking micro- and macro-prudential regulations help to maintain financial stability.

Being able to critically assess contemporary issues in financial regulations.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%			Exam 90% Participation 10%	

Bibliography

Arnoud Boot, Stuart Greenbaum and Anjan Thakor, Contemporary Financial Intermediation, 3rd ed. Academic Press, 2015

Tirole, Jean. The Theory of Corporate Finance. Princeton University Press, 2006

Freixas, Xavier and Jean-Charles Rochet. Microeconomics of Banking 2nd ed. MIT Press, 2008

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3K70 ESG Valuation and Investment

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Professor Yuval Millo (Biography)
Professor
Accounting Group

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Room No: WBS 1.109

Pre-requisites

Students should have a basic knowledge of accounting. Students are strongly recommended to have taken an equivalent introductory accounting module. All students are also recommended, to attain an understanding of accounting, to have taken IB1460, IB1160, IB1330 or IB2D30. Exchange students who are interested in registering for this module should have completed a basic level of accounting at their home institution. They are expected to have a good understanding of accounting for business and management accounting.
The module leader would also welcome you to contact them if you have any question about pre-requisites.

Module Overview

The module aims to expand students' knowledge and understanding about the cross-domain nature of financial institutions. In particular, the module aims to highlight the necessity of understanding the social, technological and political dimensions of financial institutions when analysing and operating in today's economy.

Syllabus

The organisation and practices of asset trading
Analysing the analysts: How financial analysts and financial managers operate
Ties that matter: Social connections in financial markets and their impact on market behaviour
Measuring and making things happen: the impact of financial models on market behaviour
Programmes that run markets: Algorithmic trading
Making things tradable: Organisational aspects of securitisation

Learning Outcomes and Objectives

The module aims to expand students' knowledge and understanding about the cross-domain nature of financial institutions. In particular, the module aims to highlight the necessity of understanding the social, technological and political dimensions of financial institutions when analysing and operating in today's economy.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

- Benner, M. J. (2007). The incumbent discount: Stock market categories and response to radical technological change. Academy of Management Review, 32(3), 703-720.
- MacKenzie, D., & Millo, Y. (2003). Constructing a market, performing theory: the historical sociology of a financial derivatives exchange 1. American journal of sociology, 109(1), 107-145.
- Pardo-Guerra, Juan Pablo, 'Creating flows of interpersonal bits: the automation of the London Stock Exchange, c. 1955-90', Economy and Society, 39: 1, (2010) , 84 — 109
- Scott, S. V, & Zachariadis, M. (2012). Origins and development of SWIFT, 1973-2009. Business History, 54(3), 462–482
- Shipilov, A. V., & Li, S. X. (2008). Can you have your cake and eat it too? Structural holes' influence on status accumulation and market performance in collaborative networks. Administrative Science Quarterly, 53(1), 73-108.
- White, L. J. (2010). Markets: The credit rating agencies. The Journal of Economic Perspectives, 24(2), 211-226.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3K80 The Economics of Well-Being

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Naomi Muggleton (Biography)
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Behavioural Science Group

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Room No: WBS 3.115

Pre-requisites
There are no pre-requisites for this module.

Module Overview
This module aims to provide an overview of the main theories and empirical studies of well-being (or happiness) economics, including its practical implications in the workplace, in cost-benefit analysis, and in policy design. Students will learn about the importance of well-being as an economic outcome and as a policy target, as well as ways of measuring well-being and its determinants. Topics include: choice versus subjective experience; different measurements of well-being; well-being and economic growth; the micro- and macro-economic determinants of well-being; job satisfaction and its determinants; how to use well-being in cost-benefit analysis; hedonic adaptation; social comparisons across different domains of life; well-being over the life-course; affective forecasting; well-being as predictors of future behaviours; well-being and public policy. The goal is to broaden students' understanding of what factors determine individual's subjective experiences, and to learn how this knowledge can be applied in business and policy settings.

Syllabus
The module aims to provide an overview of the main theories and empirical studies in well-being (or happiness economics). There will be nine key topics, which will align with the nine lectures:

- What is the economics of well-being?
- Measuring well-being
- The micro- and macro-economics determinants of well-being
- Social comparison and hedonic adaptation
- Job satisfaction and its determinants
- Well-being valuation method
- Well-being over the life-course
- Affective forecasting
- Influences of emotions on decision-making
- Well-being and public policy

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Learning Outcomes and Objectives

In this module you will:

- Develop your understanding of current research in the economics and science of well-being and how developments in behavioural economics have called for new measurements of success at all levels (e.g., individual, corporate, and society) to be developed.
- Learn to identify the main determinants of people's life satisfaction, emotional well-being, and feelings of meaningfulness through exploring a range of empirical studies.
- Learn to navigate empirical findings on subjects such as whether income matters to people's well-being.
- Learn about the external validity of subjective measures, as well as their strengths and weaknesses when applied in government and in business.
- Learn the core theories in well-being research, including relative incomes, attention and focusing effect, affective forecasting, social norm theory, and hedonic adaptation to different life events over time.
- Explore how well-being data can be used in public policy and debate whether it is practical and ethical for government and business to consider well-being as one of the main target outcomes.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Presentation 20%				

Bibliography

The primary readings for the module include:

Brown, G. D., & Gathergood, J. (2020). Consumption changes, not income changes, predict changes in subjective wellbeing. Social Psychological and Personality Science, 11(1), 64-73.

Killingsworth, M. A., Kahneman, D., & Mellers, B. (2023). Income and emotional well-being: A conflict resolved. Proceedings of the National Academy of Sciences, 120(10), e2208661120.

Macchia, L., & Oswald, A. J. (2021). Physical pain, gender, and the state of the economy in 146 nations. Social Science & Medicine, 287, 114332.

McGuire, J., Kaiser, C., & Bach-Mortensen, A. M. (2022). A systematic review and meta-analysis of the impact of cash transfers on subjective well-being and mental health in low-and middle-income countries. Nature Human Behaviour, 6(3), 359- 370.

Muggleton, N., Parpart, P., Newall, P., Leake, D., Gathergood, J., & Stewart, N. (2021). The association between gambling and financial, social and health outcomes in big financial data. Nature Human Behaviour, 5(3), 319-326.

Muggleton, N., Trendl, A., Walasek, L., Leake, D., Gathergood, J., & Stewart, N. (2022). Workplace inequality is associated with status-signaling expenditure. Proceedings of the National Academy of Sciences, 119(15), e2115196119.

Quispe-Torreblanca, E. G., Brown, G. D., Boyce, C. J., Wood, A. M., & De Neve, J. E. (2021). Inequality and social rank: Income increases buy more life satisfaction in more equal countries. Personality and Social Psychology Bulletin, 47(4), 519- 539.

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

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Waldfogel, H. B., Sheehy-Skeffington, J., Hauser, O. P., Ho, A. K., & Kteily, N. S. (2021). Ideology selectively shapes attention to inequality. Proceedings of the National Academy of Sciences, 118(14), e2023985118.

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IB3L10 Customer Experience

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Mahrokh Roknifard (Biography)
Assistant Professor
Marketing Group

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Pre-requisites
In this module we will be building on core Consumer Behaviour concepts and expanding understanding of Services Marketing to consider the latest developments in the Customer Experience field. If you have previously studied either: Marketing and Consumer Behaviour, or; Services Marketing, then you are welcome to join this module.

Module Overview
The module aims are to:

- Challenge thinking about the underlying principles of marketing by exploring aspects such as customer experience (CX), servitisation, service innovation and user experience (UX).
- Develop knowledge of how consumer needs and expectations translate into activities to enhance the customer experience and add value.
- Develop knowledge of international contexts and how this allows organisations to enhance customer experience.
- Understand how to assess customer expectations in context and to develop and deliver activities that meet those expectations.
- Develop understanding of effective monitoring and measurement techniques that improve customer experience

Syllabus
Indicative syllabus:

- The evolution of Customer Experience
- Customer Personas
- Customer Journey Mapping
- Customer Insight
- Creating a culture for customers and a customer focused organisation
- Customer Relationship Management
- Digital and Customer Experience

Learning Outcomes and Objectives
Upon successful completion of this module, students will be able to:

- Apply critical thinking to Customer Experience theory and research.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Discuss the latest research issues and instruments in Customer Experience.
- Evaluate the role of Customer Expectations
- Critically evaluate how marketers deliver activities that enhance customer experience.
- Apply concepts of service innovation to develop solutions to improve customer and user Experiences
- Monitor and measure customer experience in context, specifically using metrics to improve future customer experience.
- Present research ideas based on critical evaluation of theory and research.
- Analyse the trends in customer experience, and apply them to marketing in a practical context.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 70% Group Presentation 30%			Exam 70% Group Presentation 30%	

Bibliography

As an emerging area, there will be no core text for this module. However, readings will be selected from relevant top-class academic journals and credible industry literature.
Examples include

- Pine, B.J. and Gilmore, J.H. (1998). Welcome to the experience economy. Harvard Business Review, 76, 97-105.
- Reichheld, F.F. (2003). The one number you need to grow. Harvard Business Review, 81(12), 46-55.
- Vargo, S. L., & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. Journal of Marketing, 68(1), 1-17.
- Verhoef, P.C., Lemon, K.N., Parasuraman, A., Roggeveen, A., Tsiros, M. and Schlesinger, L.A. (2009). Customer experience creation: Determinants, dynamics and management strategies. Journal of Retailing, 85(1), 31-41.
- Lemke, F., Clark, M. & Wilson, H. (2011) Customer experience quality: An exploration in business and consumer contexts using repertory grid technique. Journal of the Academy of Marketing Science, 39, 846-869
- Macdonald, E.K., Wilson, H. & Konus, U. (2012) Better customer insight – in real time. Harvard
- Lemon, K.N. and Verhoef, P.C. (2016) Understanding customer experience throughout the customer journey. Journal of Marketing, 80(6), 69-96.
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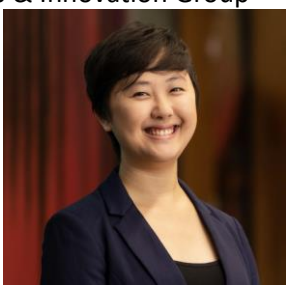
IB3L40 Lean Startup

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Velvetina Lim (Biography)
Assistant Professor
Entrepreneurship & Innovation Group



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Pre-requisites

This module will aim to give students a comprehensive understanding of a startup approach, therefore, exchange students who are interested in registering for this module should have completed a basic level of entrepreneurship course at their home institution. They are expected to have an understanding on the foundations of entrepreneurship.

Module Overview

This module is designed to provide real world, practical learning on how to actually start a new business venture, with a focus on the lean startup methodology. The process of developing a new business venture involves testing the feasibility of a business idea.

- The lean startup approach favours experimentation over-elaborate planning, customer feedback over intuition, and iterative design over up-front development. By learning this methodology, students will gain a deeper understanding on how to increase value producing practices during the product development phase and achieve success without requiring large amounts of funding, elaborate business plans, or the perfect product.
- Students in this module will be required to "get stuck in" by talking to customers. The course simulates the experiences that entrepreneurs undergo in the early stages of their venture.

Syllabus

Topics covered will be:

- Introduction
- Ideas
- Strategy and goals
- Customer discovery: hypotheses
- Customer personas
- Customer discovery: testing (2 sessions)
- Customer discovery: learning
- The financial perspective
- Summary

Learning Outcomes and Objectives

By the end of the module, students should be able to:

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- Comprehend the lean start-up principles
- Comprehend the financial perspective by which new business ideas are viewed
- Apply a data-driven approach to the development of a new business idea
- Analyse empirical data based on testing hypotheses for a new business idea
- Evaluate data and make judgements about the feasibility and next steps for a new business idea
- Construct an updated business idea and model based on data
- Develop problem-solving skills.
- Develop coherent lines of argument.
- Analyse empirical data and key readings

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

Bland, D. J., Osterwalder, A., Smith, A., & Papadakos, T. (2020). Testing business ideas.

Bock, A. J., & George, G. (2018). The business model book: Design, build and adapt business ideas that thrive.

Fitzpatrick, R. (2019). The mom test: How to talk to customers and learn if your business is a good idea when everyone is lying to you.

Ghauri, P. N., Grønhaug, K., & Strange, R. (2020). Research methods in business studies.

Massa, F. G. (2021). Entrepreneurship in the wild: A startup field guide.

Neck, H. M., Neck, C. P., & Murray, E. L. (2021). Entrepreneurship: The practice and mindset.

Ries, E. (2011), The Lean Startup: How Constant Innovation Creates Radically Successful Businesses, London ; New York : Portfolio Penguin

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IB3L70 Global Issues in Marketing

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour live revision lecture
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Marco Gregori (Biography)
Assistant Professor
Marketing Group

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Pre-requisites
Students should have a basic knowledge of marketing. Students are strongly recommended to have taken an equivalent introductory marketing module. All students are also recommended, to attain an understanding of the principles and foundations of marketing, to have taken IB1480, IB1520 or IB2D60.
Exchange students who are interested in registering for this module should have completed an introductory course in marketing at their home institution

Module Overview
This module explores and analyses the relevant decisions in the process of firm internationalisation. Particular focus lies on strategic challenges for international marketing together with the specific issues of internationalising the marketing mix. Throughout the module, students will discuss examples of successful international marketing practices as well as explore why some international marketing strategies have worked less well.

Syllabus
Topics covered will be:

- The Decision Whether to Internationalize
- Theories of Internationalization and International Competitiveness
- Deciding, Which Markets to Enter
- Market Entry Strategies
- International Product Decisions
- International Pricing and Distribution
- International Promotion
- Implementing and Coordinating the Global Marketing Programme
- Exam Preparation and Revision

Learning Outcomes and Objectives
On completion of this module students should be able to:

- Understand the major challenges of international marketing environments.
- Understand the adaptations which may be required to the international marketing mix.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Develop the capacity to apply the concepts for analysing international marketing scenarios.

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Assignment 20%			Exam 80% Group Assignment 20%	

Bibliography

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Steenkamp, J. B. (2017). Global brand strategy: World-wise marketing in the age of branding. Springer

Steenkamp, J. B. E., & De Jong, M. G. (2010). A global investigation into the constellation of consumer attitudes toward global and local products. Journal of Marketing, 74(6), 18-40

Datta, H., van Heerde, H. J., Dekimpe, M. G., & Steenkamp, J. B. E. (2022). Cross-national differences in market response: Linelength, price, and distribution elasticities in 14 Indo-Pacific rim economies. Journal of Marketing Research, 59(2), 251-270

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IB3L80 Frontiers of Digital Innovation

Teaching Term(s): Spring

Standard Delivery:
1 x 2 hours per week (10 weeks) lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning

Module Level: 6 NQF (Honours)

Module Leader
Gongtai Wang (Biography)
Assistant Professor
ISM-Analytics (ISMA) Group

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Pre-requisites
There are no pre-requisites for this module.

Module Overview
We are going to take a fairly deep dive into the digital world of work. The module draws upon the practical skills, relevant academic theory and knowledge and is based around a hands-on project that facilitates an exploration of digital innovation in different organisations, industries and sectors and in different parts of the world.

Syllabus
Themes and topics will include:

- Core concepts and models of innovation, and then specifically, models of, and approaches to digital innovation
- Underlying concepts around technological change and innovation such as: paradigm theory, the concept of "disruption", futurist visions of digital innovation and change such as Kurzwel's The Technological Singularity
- Models of, and approaches to Design Thinking applied to Digital Innovation
- The core concept of "disruptive change"
- Approaches to Technology Forecasting and Assessment, applied to the digital world
- The Context and theory of Digital Transformation
- Evolving themes of digital innovation e.g. Artificial Intelligence, Robotics, Big Data, The Internet of Things, Cybersecurity, Horizontal Trust innovation such as Blockchain
- New approaches to digital innovation such as agile prototyping, scrum methods and hackathons
- Organising for Digital Innovation in both large corporations and startups, including new models of organisation design such as Holacracy
- Ethical and sustainability issues in digital innovation

Learning Outcomes and Objectives
By the end of the module, the student should be able to:

- analyse and critically assess digital innovation processes
- demonstrate design and entrepreneurial skills
- demonstrate practical skills needed to develop a digital innovation concept and prototype

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critically evaluate the use of tools used for designing digital innovations
demonstrate and evaluate innovation and problem-solving skills
show critical awareness of digital innovation tools and methods
demonstrate effective teamwork and communication

Assessment Methods

Your duration of study	Autumn	Autumn + Spring	Spring	Spring + Summer	Full year
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Presentation 20%				

Bibliography

Anders Hjalmarsson, A., Juell-Skielse, G, and Johannesson, P., 2017, Open Digital Innovation A Contest Driven Approach - Progress in IS, Springe

Kim, W.C., and Mauborgne, R. 2015. Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant. Boston, MA: Harvard Business Review Press

Levy, J.,2015, UX Strategy: How to Devise Innovative Digital Products that People Want, O'Reilly Media

Levy, P. 2015, Digital Inferno, Clairview Books

Maximini, D., 2018, The Scrum Culture: Introducing Agile Methods in Organizations (Management for Professionals), Springer

Nambisan, S, Lyytinen K. Majchrzak A, and Song M., - Mis Quarterly, 2017, Digital innovation management: Reinventing innovation management research in a digital world. - misq.org

Whittington, D.,2018, Digital Innovation and Entrepreneurship, Cambridge University Press

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IB3M50 Advanced Analysis for Marketing Decisions

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) seminar

Module Level: 6 NQF (Honours)

Module Leader
Marco Gregori (Biography)
Assistant Professor
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Room No: WBS 3.201

Pre-requisites

Students should have a basic knowledge of both business analytics and marketing. Students are strongly recommended to have taken an equivalent introductory statistics/data analytics module. All students are also recommended, to attain an understanding of interpretation of statistical output and marketing decisions, to have taken IB1490 or IB1500.
Exchange students who are interested in registering for this module should have completed an introductory course in statistics and/or data analytics at their home institution.

Module Overview

The module aims to provide students with the knowledge and skills of marketing analytics. Students will learn the tools, models, and techniques to generate marketing insights or solve marketing problems with data.

Syllabus

Topics covered will be:

- Introduction to Marketing Analytics
- Segmentation and Targeting Analysis
- Positioning Analysis
- Customer Satisfaction
- Customer Lifetime Value
- Product Decisions
- New Product Decisions
- Pricing Decisions
- Sales Prediction
- New Methods in Marketing Analytics

Learning Outcomes and Objectives

By the end of the module, the student should be able to:

- Understand important data-driven marketing strategies and the process of converting data to marketing decisions.
- Gain competency in utilizing software tools for marketing-related data analysis needs.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Familiarize with appropriate models and techniques to generate marketing insights or solve marketing problems related to segmentation, targeting, and positioning, customer satisfaction, customer lifetime value, product decisions, pricing decisions, etc.
- Interpret data analysis results to recommend and justify marketing managerial decisions.
- Construct projects and perform data analysis to generate marketing insights with data.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Exchange Non Summer	Exchange Non Summer	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Project 20%			Exam 80% Group Project 20%	

Bibliography

Essential

- Principles of Marketing Engineering and Analysis, 3rd Edition, Gary L. Lilien, Arvind Rangaswamy, and Arnaud De Bruyn (DecisionPro, Inc. 2017), ISBN: 9780985764821

Recommended

- Database Marketing, Robert C. Blattberg, Byung-Do Kim, and Scott A. Neslin (Springer, 2008), ISBN: 9780387725796
- Essentials of Marketing Analytics, 1st Edition, Joseph Hair, Dana E. Harrison and Haya Ajjan (McGraw Hill, 2022), ISBN: 9781264263608
- Marketing Research: An Applied Orientation, 7th Edition, Naresh K. Malhotra (Pearson, 2019), IBSN: 9780134735047
- Marketing Analytics: Data-Driven Techniques with Microsoft Excel, Wayne L. Winston (Wiley, 2014), ISBN: 978-1-118-41730-0
- Marketing Research, 12th Edition, Carl McDaniel Jr. and Roger Gates (Wiley, 2020), ISBN: 978-1-119-70300-6

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IB3M70 Alternative and Responsible Investments

Teaching Term(s): Spring

Standard Delivery:
1 x 2 hours per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) mix of asynchronous independent online learning and online/recorded lectures

Module Level: 6 NQF (Honours)

Module Leader
Professor Samer Jarkasy (Biography)
Finance Group

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Pre-requisites
Students should have previous knowledge of Finance.

Module Overview
Alternative investments by their very nature are applications of various disciplines. Therefore, this general practitioner module will build on the students' knowledge from any relevant courses general finance, corporate finance, investment, economics, accounting, financial analysis, asset pricing, valuation, statistics, econometrics, financial mathematics, big data, machine learning, law, etc (none of such subjects is a specific prerequisite for this elective).
The students are strongly encouraged to make the practical link between their other subjects, in particular IB357 Investment Management, and the topics of this elective and how this could inform their future career or research decisions It would enable them to recognise how they can leverage their knowledge in other disciplines to pursue and develop a career in or around alternative or responsible investments.

Syllabus
Topics covered will be:

- Introduction to Alternative
- Investments and Hedge Funds
- Brief Introduction to SRI/ESG
- Global Macro
- Managed Futures
- Event
- Driven Hedge Funds
- Relative Value Hedge Funds
- Equity Hedge Funds
- Fund of Hedge Funds
- Due Diligence of Fund Managers
- Smart Beta
- Private Equity incl. Venture Capital

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

- Brief Introduction to (Real Assets Commodities, Real Estate, Natural Resources, Land, Infrastructure, Intellectual Property)
- Fundamentals of Sustainable and Responsible Investment (SRI,ESG…)
- Implementing SRI/ESG SRI/ESG and Alternative Investments

Learning Outcomes and Objectives

By the end of the module, the students will:

have skills and the knowledge to evaluate the performance of alternative investment opportunities

be able to compare traditional investment options with socially responsible alternatives

have a good grasp of the funds industry

be able to apply empirical tools to analyze the data relevant for sustainable investment

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Group Assignment 20%				

Bibliography

Textbook: Chambers, Anson, Black and Kazemi (2015), Alternative Investments CAIA Level I, 3rd edition, Wiley CFA Institute , Certificate in ESG Investing Curriculum, 2021 3rd Edition

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3M80 Accounting for Sustainability, People, Planet

Teaching Term(s): Autumn

Standard Delivery:
1 x 2 hours per week (10 weeks) live lectures
1 x 1 hour per week (9 weeks) seminars

Module Level: 6 NQF (Honours)

Module Leader
Dr Hendrik Vollmer (Biography)
Reader
Accounting Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
This module will allow students to develop an understanding of:

- the historical emergence of social, environmental, and sustainability accounting
- current practices of such accounting including attempt at formulating reporting frameworks
- the challenges of establishing ecological accountability in business as well as in government
- ecological, accountability, and legitimacy issues in global value chains, including the role of accounting in colonialism
- the challenges of postcolonialism and its implications for business and government

Syllabus
The history of social and environmental accounting
    Origins of social and environmental reporting
    The rise of sustainability discourses and policies
    Social and environmental accounting projects in the accounting profession
Reporting frameworks
    Global Reporting Initiative
    Integrated Reporting, e.g., IIRC and SASB
Accounting for sustainability and the use of natural resources
    Accounting according to the UN's Sustainable Development Goals
    Environmental impact assessment
    Carbon and water accounting
Accountability in global value chains
    Accounting for social and environmental issues along value chains
    Accounting for certification schemes (fair trade and others)
Postcolonial accountability
    Accounting's role in the colonial degradation of communities and ecologies
    Accounting and indigenous knowledges

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Accounting's role in contemporary socio-environmental conflicts

Contemporary challenges of social and ecological accounting

Limits of current sustainability reporting and management accounting practices

Criticisms of blended forms of accounting and "green finance"

Learning Outcomes and Objectives

As a result of attending this module, students will increase their ability to critically engage with current attempt to improve the ecological accountability of organisations in the private and public sector. They will gather an understanding of accounting's historical role in shaping such accountability as well as its limits.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

In addition to academic readings the module will make use of practitioner literature from inter-governmental and nongovernmental organisations (e.g., UN, GRI) and the accounting professions (e.g., ICAEW, ACCA).

Textbooks

- Bebbington J., Larrinaga C., O'Dwyer B., & Thomson I. (eds.) (2021). Routledge Handbook of Environmental Accounting. London: Routledge.
- Bebbington, J., Unerman J., & O'Dwyer B. (eds.) (2014). Sustaintability Accounting and Accountability. 2nd edition. London: Routledge.

Journal articles

- Alawattage C., & Fernando S. (2017). Postcoloniality in corporate social and environmental accountability. Accounting, Organizations and Society, 60, 1-20.
- Anisette M. (2000). Imperialism and the professions: the education and certification of accountants in Trinidad and Tobago. Accounting, Organizations and Society, 25, 631-659.
- Atkins J., Atkins B. C., Thomson I., & Maroun W. (2015). 'Good' news from nowhere: imagining utopian sustainable accounting. Accounting, Auditing & Accountability Journal, 28(5), 651–670.
- Ball A. (2004). A sustainability accounting project for the UK local government sector? Critical Perspectives on Accounting, 15(8), 1009–1035.
- Brown J., Dillard J., & Hopper T. (2015). Accounting, accountants and accountability regimes in pluralistic societies. Accounting, Auditing & Accountability Journal, 28(5), 626–650.
- Cho C. H., Laine M., Roberts R. W., & Rodrigue M. (2015). Organized hypocrisy, organizational façades, and sustainability reporting. Accounting, Organizations and Society, 40, 78–94.
- Darnall N., Seol I., & Sarkis J. (2009). Perceived stakeholder influences and organizations' use of environmental audits. Accounting, Organizations and Society, 34(2), 170–187.
- Etzion D & Ferraro F. (2010). The Role of Analogy in the Institutionalization of Sustainability Reporting. Organization Science, 21(5), 1092–1107.

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- Gray R. (2010). Is accounting for sustainability actually accounting for sustainability…and how would we know? An exploration of narratives of organisations and the planet. Accounting, Organizations and Society, 35(1), 47–62.
- Herbohn K. (2005). A full cost environmental accounting experiment. Accounting, Organizations and Society, 30(6), 519–536.
- Irvine, H., & Moerman, L. (2017). Gambling with the public sphere: Accounting's contribution to debate on social issues. Critical Perspectives on Accounting, 48, 35–52.
- Jones M. J., & Solomon J. F. (2013). Problematising accounting for biodiversity. Accounting, Auditing & Accountability Journal, 26(5), 668–687.
- Joseph G. (2012). Ambiguous but tethered: An accounting basis for sustainability reporting. Critical Perspectives on Accounting, 23(2), 93–106.
- Lohmann L. (2009). Toward a different debate in environmental accounting: The cases of carbon and cost–benefit. Accounting, Organizations and Society, 34(3-4), 499–534.
- Michelon G., Pilonato S., & Ricceri F. (2015). CSR reporting practices and the quality of disclosure: An empirical analysis. Critical Perspectives on Accounting, 33, 59–78.
- Neu D. (2000). "Presents" for the "Indians": Land, Colonialism and Accounting in Canada. Accounting, Organizations and Society, 25, 163-184.
- Nicholls A. (2009). 'We do good things, don't we?': 'Blended Value Accounting' in social entrepreneurship. Accounting, Organizations and Society, 34(6-7), 755–769.
- Roberts R. W., & Wallace D. M. (2015). Sustaining diversity in social and environmental accounting research. Critical Perspectives on Accounting, 32, 78–87.
- Rowbottom N., & Locke J. (2016). The emergence of IR. Accounting and Business Research, 46(1), 83–115.
- Sajay, S., & Manassian A. (2011). The rise and coming fall of international accounting research. Critical Perspectives on Accounting, 22(6), 608-627.
- Samiolo R. (2012). Commensuration and styles of reasoning: Venice, cost–benefit, and the defence of place. Accounting, Organizations and Society, 37(6), 382–402.
- Spence C. (2007). Social and environmental reporting and hegemonic discourse. Accounting, Auditing & Accountability Journal, 20(6), 855–882.
- Thomson I., Grubnic S., & Georgakopoulos G. (2014). Exploring accounting-sustainability hybridisation in the UK public sector. Accounting, Organizations and Society, 39(6), 453–476.
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IB3MS0 Marketing Strategy

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

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Room No: WBS 3.104

Pre-requisites
Exchange students who are interested in registering for this module should have completed a basic level of marketing course at their home institution. They are expected to have a good understanding of the fundamentals of marketing.

Module Overview
This module builds on the more managerial perspective in pre-requisite modules such as Principles of Marketing, Foundations of Marketing or Marketing in Practice (or equivalents for Visiting and Exchange students) to consider the longer-term issues in the evolution of markets and competition and the ways in which organisations, through their offerings, both sustain their own position(s) and erode those of their competitors. The module is concerned with strategic marketing. The focus is on strategic market management decisions which have a long-term impact on an organisation and its offerings and which are difficult and costly to reverse. To achieve this, the strategic marketing decision-making process is supported by external analysis (analysis of the organisation's environment) and internal analysis.

Syllabus
Topics covered will be:

- Introduction and Basic Concepts in Marketing Strategy
- External Analysis in Strategic Marketing
- Environmental Uncertainty and Internal Analysis in Strategic Marketing
- The Concept of Sustainable Competitive Advantage
- Market Entry Timing Strategy
- Building Brand Equity
- Positioning and Growth Strategies
- Experiential Marketing and Selected Marketing Mix Strategies
- Strategy Planning and Implementation in Organisations
- Reviewing the State of Marketing Strategy

Learning Outcomes and Objectives
On successful completion of this module, students are expected to:

- Explain the basic processes underlying the evolution and development of competitive markets.
- Appraise the nature of both sustainability and erosion in the context of competitive advantage in such markets.
- Demonstrate the ways in which both customer and technology evolution can substantially influence such processes.
- Evaluate a set of useful and important concepts such as unmet needs, strategic groups, sustainable competitive advantage, risk, key success factors, strategic opportunities or threats, strategic strengths, weaknesses, or problems, strategic uncertainties, vision, product markets, segmentation, industry structure, portfolio analysis, and scenarios.
- Apply relevant concepts to analyse a number of specific commercial situations.
- Identify and evaluate key strategic questions facing firms.
- Conduct external and internal analyses that support the development of marketing strategies.
- Analytical skills: from analysing complex cases as well as from synthesising facts from research for the individual assignment, with emphasis on analyses of marketing strategy processes.
- Written communication skills: from individual assignment preparation.
- Oral communication skills - from in-class participation with cases.
- Initiative: from managing individual assignment tasks.
- Time management: from managing individual assignment tasks.
- Critical thinking skills: in all the above (including synthesising marketing theory, concepts, models and practice, and justifying decisions across analytical, written, and oral tasks).

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 100%			Exam 60% Individual Assignment 40%	

Bibliography

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

IB3N20 Decision Making in Entrepreneurship

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Ali E. Ahmed (Biography)
Assistant Professor
Entrepreneurship & Innovation Group

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Pre-requisites

Students must have studied either IB2B1 Entrepreneurial Mindset, IB151 Foundations of Entrepreneurship or IB2D5 Entrepreneurship in Practice, which are pre-requisites of the module for existing WBS students. Students who have passed such a foundation level Entrepreneurship module, and have acquired a sound understanding of the topic, will be sufficiently prepared to study this module.

Module Overview

This module focuses on providing an understanding of judgment and decision-making in the entrepreneurial process. With an emphasis on learning from practice, the class provides an overview of the main concepts and theories associated with decision-making in the context of business opportunity identification and facilitates comprehension with hands-on exercises. This is achieved by representing the entrepreneurship journey as a journey of the mind, identifying the cognitive mechanisms that support or hinder entrepreneurs' ability to discover or create business opportunities. This module is not intended to be a complete overview of entrepreneurship; it is an immersion experience for identifying and creating opportunities.

Syllabus

Topics covered will be:

- Entrepreneurial Motivation
- Entrepreneurial Intentions
- Effectuation Logic
- Entrepreneurial Passion
- Entrepreneurial Intuition
- Heuristics and Cognitive Biases
- Entrepreneurial Alertness
- Creativity
- Entrepreneurial Emotions
- Empathy Accuracy
- Biology of Entrepreneurship

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Learning Outcomes and Objectives

On successful completion of this module, students are expected to:

- Understand entrepreneurship as a process that requires judgment.
- Gain confidence in using entrepreneurial thinking to identify business opportunities.
- Understand the heuristics and cognitive biases that influence opportunity identification.
- Understand the role of emotions in entrepreneurial decision-making.
- Assess their entrepreneurial motivation.
- Differentiate between entrepreneurial and managerial thinking.
- Develop an entrepreneurial mindset.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

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All information correct as of August 2026. Subject to change during the 2026/27 academic year.

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- McMullen, J. S. and D. A. Shepherd (2006), 'Entrepreneurial Action and the Role of Uncertainty in the Theory of the Entrepreneur', Academy of Management Review, 31(1): 132–152.â¨
- McMullen, J. S., M. Wood, and L. Palich (2014), 'Entrepreneurial Cognition and Social Cognitive Neuroscience', in J. R. Mitchell, B. Randolph-Seng, and R. K. Mitchell (eds.), Handbook of Entrepreneurial Cognition, Northampton, MA: Edward Elgar.
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IB3N30 Auditing and Accountability

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
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Pre-requisites
Students should have previous basic knowledge of Finance.

Module Overview
This module provides an insight into the role of external audit and explores the importance of external audit for the stakeholders of an organisation. The module is quite practical and based on real-life audit situations. Successful completion of the module allows students to gain appreciation of the regulatory framework in which auditors operate, apply this knowledge to case study situations and evaluate the procedures used by auditors. As well as considering the process of external audit, the module also explores the profession of auditing, looking at how the professional firms operate, and profession-wide issues such as audit quality, ethical behaviour and political pressures.

Syllabus
The module covers the following:

The context for auditing activity, including the regulatory framework in which the audit profession operates, and the societal and economic impacts of the profession.
Themes which underpin audit quality, including the application of professional ethics.
The audit process including planning an external audit, risk assessment, obtaining audit evidence and reporting audit findings, addressing a range of practical and theoretical issues.
The relationship between external and internal functions and the role of audit in corporate governance.
Auditor behaviour and attributes, including the use of professional scepticism and professional judgement.
The audit profession, the role of the 'Big 4' and pressure for change in how the profession operates.
Current issues in audit, for example auditor liability and the expectation gap.

Learning Outcomes and Objectives
By the end of the module students should be able to:

Discuss societal need for external audit and the benefits of external audit to a wide range of stakeholders

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Apply ethical standards and other regulations to real life audit scenarios
Recommend the actions to be taken by an auditor in a given situation, and assess whether an audit engagement has been appropriately accepted, planned and performed in compliance with relevant professional standards
Consider and comment on areas of difficulty in auditing and consider how the profession can or should react to developments in business practice and economic situations

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Exchange Non Summer	Exchange Non Summer	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 100%			Exam 70% Individual Assignment 30%	

Bibliography

Much of the reading for this module will be focused on the regulations which apply to the external audit process. These are issued by the Financial Reporting Council in the UK. International Standards on Auditing (ISAs), the Ethical Standard applicable to auditors in the UK and the Corporate Governance Code are all available from the Financial Reporting Council website:
Audit and Assurance www.frc.org.uk
There are also some textbooks which provide useful insight to the external audit process and governance issues. The following texts are referred to most frequently:
Millichamp, A. and Taylor, J. (2018), Auditing, 11th Edition, Cengage Learning - **essential text**
Collings, S. (2014), Frequently Asked Questions on International Standards on Auditing, 1st Edition, Wily. - **recommended text**

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IB3N90 Managing People in a Complex World

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
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Organisation and Work Group

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Pre-requisites
There are no pre-requisites required for this module.

Module Overview
This module aims to develop the leadership skills of final year undergraduate students in practice as the platform to transition from undergraduate studies to the next stages of their lives. Students will learn theories of managing teams, conflict management, coaching skills, and influencing skills, amongst other skills, to become resilient and effective leaders who can navigate a fluid and complex world. Also, students will train their leadership mindset by becoming familiar with cutting-edge research on contemporary management issues, including grand societal challenges and wicked problems such as equality, diversity, ethics, sustainability, entrepreneurship, future of work and digital business. In the seminars, students will engage in high-level, intellectually challenging critical discussion and debates, and practice their leadership skills, and complex problem-solving skills.

Syllabus
Topics covered will be:

- What is my leadership style?
- Complex problem-solving skills
- Managing teams
- Conflict management
- Negotiation skills
- Influencing skills
- Coaching skills
- Leadership and toxic workplaces
- Other leadership theories
- Conclusions & reflections

Learning Outcomes and Objectives
The principal aim of the module is to prepare students to become next-generation leaders through exposing them to contemporary cutting-edge research, learning leadership and complex problem-solving skills in theory and practice, and engaging in high-level intellectual debates and

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discussions. Through lectures and seminars, students will deepen their ability to identify relevant theories and concepts, critically reflect on the issue(s), and consider multiple points of view. Students will also have the opportunity to deepen their knowledge on areas of interest through writing a reflective essay on their leadership practice.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 80% Reflections 20%				

Bibliography

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IB3NE0 Negotiation

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
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Behavioural Science Group

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Pre-requisites
There are no prerequisites required for this module.

Module Overview
From job interviews to managing difficult conversations, this module teaches negotiation as a broad, life-changing skillset including bargaining, valuation, auctions, nudging, persuasion, strategy, and influence. Designed for students entering the workplace, you'll get actionable skills, proven techniques used by leaders and studied by top researchers, and extensive hands-on practice. You will also explore how cutting-edge AI can support your negotiations. You will also learn about negotiation theory, ethics, the role of culture, and the key part emotions play in every negotiation. You will complete this module a more confident person, equipped with valuable soft skills and deep theoretical understanding, and a knowledge of how to increase your influence on the world around you.

Syllabus
- Introduction to Negotiation
- Core concepts (BATNA, ZOPA, Reservation point, etc) and a simple negotiation exercise.
- Bargaining Theory (Nash, Rubinstein) & Practical Applications
- Distributive vs. Integrative Negotiations & the 3D Negotiation Model
- Splitting the Pie & Problems of Fair Division
- Emotions, Listening, and Building Rapport
- Ethics and Culture in Negotiation
- The Psychology of Persuasion and Influence
- Negotiations and Auctions
- Negotiating a Job Offer (Skills focus)
- Group Presentations & Debrief

Learning Outcomes and Objectives
By the end of the module students should be able to:
- Develop a Foundational Understanding of Negotiation Concepts and Theories
- Develop a negotiation mindset and describe how and when to take the negotiation mindset

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Apply negotiation tactics to a broad range of situations especially those you are likely to encounter in your personal and professional life
Cultivate cross-cultural skills and understand individual differences in negotiation approaches
Use analytic tools to plan and reflect on your own negotiations.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

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Fisher, R., Ury, W., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (3rd ed.). Penguin Books
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IB3P10 Applications of Behavioural Economics

Teaching Term(s): Autumn

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Mattie Toma (Biography)
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Behavioural Science Group

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Pre-requisites
There are no pre-requisites required for this module.

Module Overview
This module explores the real-world applications of concepts in behavioural economics, in particular how governments and firms have applied insights from behavioural economics to promote behaviour change. Lectures will begin with a brief overview of the behavioural economics concept under consideration and will then move to discussion of the relevant real-world applications, including a deeper dive into select academic papers on the topic. Topics include the applications of behavioural economics to: health; education; firms and the workplace; savings; tax salience and compliance; labour market discrimination; development and scarcity; charitable giving; and cross-country differences. Throughout, we will interweave discussions of methods used to research these topics. We will conclude with an assessment of when insights from behavioural economics are more or less likely to be applied effectively in real-world contexts.

Syllabus
This module will cover the following topics related to the real-world applications of behavioural economics:

- Health
- Education
- Firms and the workplace
- Savings
- Tax salience and compliance
- Labour market discrimination
- Development and scarcity
- Energy and the environment
- Charitable giving
- Cross-country differences
- When behavioural applications do (and do not) work

Learning Outcomes and Objectives
Subject Knowledge

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

Understand and demonstrate detailed knowledge of the *existing* applications of behavioural economics to policy and firm decision-making.
Demonstrate an understanding of *how* to translate insights from behavioural economics into testable applications to policy and firms.
Demonstrate the ability to make flexible use of the methodological techniques relevant to the evaluation of behavioural applications.

Subject Skills

Evaluate and interpret empirical estimates typically reported in the behavioural economics literature.
Understand how to read and interpret literature in applied behavioural economics.

Cognitive Skills

Deploy critical thinking, judgement and decision-making skills in complex, uncertain and ambiguous situations
Appreciate the importance of making ethical and sustainable decisions

Key Skills

Participate in discussions about how and why people in business and policy makers have made use of insights from behavioural economics, and offer new and cost-effective solutions to the current practices.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Standard	Standard	Not available	Not available	Standard
CATS (Credit)	15	15	Not available	Not available	15
Assessment description	Individual Assignment 80% Reflections 20%				

Bibliography

Core reference text:

Bernheim, D. et al. (editors) (2018). “Handbook of Behavioral Economics – Foundations and Applications 1,” 1: 1-724.

Selection of weekly readings:

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Niederle, M. and Vesterlund, L. (2007). “Do Women Shy Away From Competition? Do Men Compete Too Much?,” Quarterly Journal of Economics, 122(3): 1067-1101.
Thaler, R. and Benartzi, S. (2004). “Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving,” Journal of Political Economy, 112(S1): S164-S187

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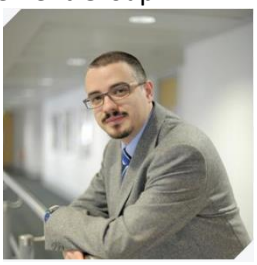
IB3RR0 Managing Risks and Building Resilience

Teaching Term(s): Spring

Standard Delivery:
1 x 1 hour per week (10 weeks) live lectures
1 x 1 hour per week (10 weeks) asynchronous independent online learning
1 x 1 hour per week (9 weeks) live seminars

Module Level: 6 NQF (Honours)

Module Leader
Giovanni Radaelli (Biography)
Assistant Professor - Reader
Operations Management Group



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Pre-requisites
There are no pre-requisites for this module.

Module Overview
This module, consistently with state-of-art research, treats resilience as a dynamic capability and not merely a personal skill. This module offers a capability framework, which provides tools and techniques that will allow student to build resilience for themselves, their peers and their clients. The module will specifically provide: (i) tools and techniques to identify and analyse risks in different real-life scenarios; (ii) frameworks, tools and techniques that integrate 7 layers of capabilities (normative, organizational, processual, relational, cognitive, emotional and technological); and (iii) an ethical perspective on risk as perverse or pervasive mechanism.
The module will use real-life cases and prospective scenarios to let students elaborate their own personalized approach to risk management and resilience building.

Syllabus
1: Introducing a Capability Framework
a. Core definitions: risk, hazard, resilience, resistance, recovery vulnerability
b. Crisis as a process versus Crisis as an event
c. Resilience capability framework
2: Risks and Scenario Building
a. ‘fault’ v ‘event’
b. Risk Priority and Risk Priority Number
3: Building Normative Capability
a. Risk and Institutional theory
b. Levels of analysis (international, national, local)
c. Regulations versus norms
4: Building Organizational Capability
a. Threat Rigidity/Flexibility Hypothesis
b. Adverse Events Team & Team Effectiveness
c. Risk and Safety Roles
5: Building Process Capability

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

a. Aviation Model & Risk Management Cycle
b. Process Analysis and Design
6: Building Cognitive Capability
a. Risk and Sensemaking
b. Framing Theory
7: Building Emotional Capability
a. Risk-related stressors
b. Emotion Regulation and Emotions Work
8: Building Relational Capability
a. Collaboration v Coordination v Cooperation
b. Formal v Relational Governance
c. Trust Recovery and Repair
9: Building Technological Capability
a. Technology-induced risks
b. Automation v Autonomation (Jidoka)
10: An Ethical Rejoinder
a. Pervasive v perverse risks
b. Autonomy vs Autonomy v Accountability

Learning Outcomes and Objectives

By the end of the module students should be able to:

Define key concepts of risk management and resilience.
Explain the use and limitations of key models, tools and languages of risk management and resilience building.
Develop and demonstrate analytic and critical skills through case study analysis.
Apply the models concepts, tools and languages of risk management and resilience building in real-life case scenarios.
Select an appropriate strategy of resilience development, based on the specific needs of specific risk scenarios.
Apply and critically evaluate a number of risk management and resilience tools and techniques for analysing and improving cases with high risk of disruption or harm.
Reflect on the relevance of models, concepts, tools of risk management and resilience building in their own personal case.
Conduct independent research using primary and secondary data.
Demonstrate written communication skills.

Assessment Methods

Your duration of study	**Autumn**	**Autumn + Spring**	**Spring**	**Spring + Summer**	**Full year**
Assessment method	Not available	Standard	Standard	Standard	Standard
CATS (Credit)	Not available	15	15	15	15
Assessment description	Individual Assignment 90% Participation 10%				

Bibliography

Ahmed, A. E., Ucbasaran, D., Cacciotti, G., & Williams, T. A. (2022). Integrating psychological resilience, stress, and coping in entrepreneurship: A critical review and research agenda. Entrepreneurship Theory and Practice, 46(3), 497-538.

All information correct as of August 2026. Subject to change during the 2026/27 academic year.

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Hartmann, S., Weiss, M., Newman, A., & Hoegl, M. (2020). Resilience in the workplace: A multilevel review and synthesis. Applied psychology, 69(3), 913-959.
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