



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Meeting the Management Challenge (in an Accounting, Economics and Finance Professional Context)				
Module Code	UMCD9J-30-1	Level	1	Version	1
Owning Faculty	FBL	Field	Business and Management Cross Disciplinary		
Contributes towards	BA (Hons) Business Studies with Accounting & Finance; BA (Hons) Business Studies with Economics; BA (Hons) Banking & Finance				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	UMCD9G-30-1 UMCD9H-30-1	Module Entry requirements			
Valid From	1 September 2012		Valid to		

<b>CAP Approval Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ul style="list-style-type: none"> <li>- have a holistic understanding of contemporary business and organisations, and an overview of the main disciplines &amp; functions of business (B).</li> <li>- understand the nature of contemporary organisations, i.e. their management structures and challenges; and the changing environment in which these organisations operate (B).</li> <li>- have had a simulated experience of managing in an organisational context (B)</li> <li>- understand what it means to be a professional within a given context and will have started to build their professional learner identity and skill set and will have made short, and longer term plans to achieve learner objectives (A).</li> <li>- have made the successful transition into HE learning and made an early assessment of their core skills set so as to identify skills gaps and be able to plan their further development (A).</li> <li>- have started to enhance their lifelong learning skills set and be able to take charge of their ongoing personal and professional development so as to contribute to society at large (A).</li> <li>- have started to develop various individual literacies – personal, numeric, information and digital – required for effective learning and academic achievement (A).</li> <li>-</li> </ul>

The syllabus addresses 5 key themes (not necessarily delivered in this order):

**1. Understanding The World of the Management Professional**

- **Management – The Employability Market** (the nature of employability and the labour market for Accounting, Economics & Finance graduates)
- **Professional Management** (Managerial Work, Skills and Competence in an Accounting & Finance or Economics Professional Context)

**2. Introduction to Organisations & Management**

- **The Nature of Contemporary Organisations** (small, medium and large, commercial and not-for-profit)
- **Introduction to Core Business Functions**
- **The Contemporary Nature of Management**
- **The Entrepreneurial Manager** (Entrepreneurial thinking/conceiving/behaving)
- **Managing Me** (self-management - student responsibilities as professional learners and the development of a professional attitude in working with others and managing self)

**3. Understanding Critical Issues in Management**

- **Globalisation and the Global Manager** (understanding the role of the manager in a global business context)
- **Ethics, Sustainability and Corporate Social Responsibility** (the impact of these factors on the role and responsibility of the manager)
- **Business Performance – The Role of Strategy and the Triple Bottom Line** (understanding the management imperative to achieve and be responsible for business outputs)

**4. The 'Management Challenge' – Gaining Project and Business Experience**

- **Planning and Working Together** (group work - project and task based management skills i.e. for the 'Management Challenge' Project)
- **Management Communications** (Written and oral communication skills, presentation skills, listening and feedback, negotiation skills, project and report writing)
- **Managing Management Information** (information literacy – locating & evaluating resources & acknowledging resources)
- **Managing Decisions** (Business Statistics & Numeracy /manipulation of number
  - Data analysis: Use Excel to create appropriate charts of business data, such as bar charts, pie charts, line graphs and histograms and to calculate summary measures such as the mean and standard deviation.
  - Making inferences from sample data: Distribution of sample means and percentages. Confidence intervals for population mean and percentage. Hypotheses tests for population mean and percentage. Chi-square test.
  - Decision Making Techniques: Payoff tables, decision trees, linear programming, managing stock levels

**5. Managing Organisation and ICT Interface**

- **Impact of Technology** (The impact of technology and how it is changing and transforming organisations, e.g. electronic business)
- **IT Applications in Business** (The potential of IT applications within a business context)

	<ul style="list-style-type: none"> <li>• <b>Technology Support for Managers</b> (how technology supports managers and assist students in their role as professional learners)</li> <li>• <b>Technology Tools for Managers</b> (management use of cloud computing tools e.g. <a href="http://www.huddle.com">www.huddle.com</a>, <a href="http://www.dropbox.com">www.dropbox.com</a> and basic data bases for business activities)</li> </ul>																						
Contact Hours/Scheduled Hours	<p>Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week over 12 weeks. This will consist of:</p> <ul style="list-style-type: none"> <li>- A weekly one hour lecture for the delivery of core syllabus concepts</li> <li>- A weekly one hour seminar for the exploration and application of core syllabus concepts, more often within the specialist context of the student's programme of study</li> <li>- A weekly two hour problem based learning project workshop facilitated by tutors and external mentors who act in a consultancy role to project groups</li> <li>- A weekly two hour personal development session <ul style="list-style-type: none"> <li>o Numeracy/IT/ Skills development Lectures plus Workshops</li> <li>o Interspersed with Personal Tutor and Group Coaching sessions, some of which will be facilitated through Blackboard Collaborate™ web conferencing.</li> </ul> </li> </ul>																						
Teaching and Learning Methods	<p>Central to the module approach to Learning &amp; Teaching will be the 'Management Challenge' Project which acts to integrate the different elements of the module, timely delivery of content and skills allow students to put concepts into immediate practice. The project therefore acts as the driver of students' learning. The 'Management Challenge' Project will see students working in company groups to work through the issues in running a start-up business. External mentors will be involved in assisting company groups providing an additional layer of real world interface.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work, and as a repository for students' own work thereby promoting a sense of learning community.</p> <p>Meeting the Management Challenge is 30 credit project-based module. This equates to 300 hours of study. The following table provides a rough breakdown of how these hours might reasonably be spent by students in (1) attending lectures and seminars, (2) doing the preparatory for each week, and (3) preparing for assessment.</p> <table border="1" data-bbox="462 1411 1428 2060"> <tr> <td colspan="2">1. Attendance at <b>scheduled learning</b> activities:</td> </tr> <tr> <td>12 weeks x 1 hour lecture</td> <td>12</td> </tr> <tr> <td>12 weeks x 1 hour seminar</td> <td>12</td> </tr> <tr> <td>12 weeks x 2 hour project workshop</td> <td>24</td> </tr> <tr> <td>12 weeks x 2 hour skills development sessions (within this allocation, some of this time is devoted to Individual Personal Tutoring sessions and Group coaching sessions which are Facilitated online)</td> <td>24</td> </tr> <tr> <td colspan="2"><b>2. Independent learning</b> includes hours engaged with essential reading, workshop preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</td> </tr> <tr> <td>Reviewing lecture content</td> <td>12</td> </tr> <tr> <td>Seminar preparation activities – reading, research and specified activities</td> <td>24</td> </tr> <tr> <td>Accessing Blackboard weekly to keep up to date with module developments</td> <td>12</td> </tr> <tr> <td>Project Work – online tutorials for the development of project skills</td> <td>24</td> </tr> <tr> <td>Project Simulation Tasks – these are online structured activities with individually focused objectives which will be completed outside group sessions</td> <td>24</td> </tr> </table>	1. Attendance at <b>scheduled learning</b> activities:		12 weeks x 1 hour lecture	12	12 weeks x 1 hour seminar	12	12 weeks x 2 hour project workshop	24	12 weeks x 2 hour skills development sessions (within this allocation, some of this time is devoted to Individual Personal Tutoring sessions and Group coaching sessions which are Facilitated online)	24	<b>2. Independent learning</b> includes hours engaged with essential reading, workshop preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.		Reviewing lecture content	12	Seminar preparation activities – reading, research and specified activities	24	Accessing Blackboard weekly to keep up to date with module developments	12	Project Work – online tutorials for the development of project skills	24	Project Simulation Tasks – these are online structured activities with individually focused objectives which will be completed outside group sessions	24
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Reading Strategy*	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.</p> <p><b>Due to the interdisciplinary nature of this module there is no set text for this module.</b></p> <p>Instead students will be pointed towards a wide variety of resources to support them in their learning and development. Therefore students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> <li>• The MySkills Study Skills website at <a href="http://www.uwe.ac.uk/library/resources/hub/">http://www.uwe.ac.uk/library/resources/hub/</a> [Of particular interest will be the pages on 'Being a student at level 1' <a href="http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm">http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm</a></li> <li>• Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]</li> <li>• iSkillzone <a href="http://iskillzone.uwe.ac.uk">http://iskillzone.uwe.ac.uk</a> [ 'Getting Started' ;'Lost in the Library' ; workshops for information retrieval and evaluation skills <a href="http://www1.uwe.ac.uk/library/help.aspx">http://www1.uwe.ac.uk/library/help.aspx</a>]</li> <li>• Learn Higher <a href="http://www.learnhigher.ac.uk/Students.html">http://www.learnhigher.ac.uk/Students.html</a></li> <li>• espressoMaths <a href="http://www.uwe.ac.uk/espressomaths">http://www.uwe.ac.uk/espressomaths</a> .</li> </ul> <p>By necessity students will need to develop towards autonomy in their learning and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.</p>																		
Indicative Reading List	<ul style="list-style-type: none"> <li>- Boddy, D. (2008) <i>Management: An Introduction</i> (4<sup>th</sup> ed) Pearson/ FT Prentice Hall</li> <li>- Buckingham, M. and Clifton, D. (2001) <i>Now Discover Your Strengths</i>. New York: The Free Press.</li> <li>- Burns, T. Sinfield, S. (2008) <i>Essential study skills: the complete guide to success at university</i></li> <li>- Cameron, S. (2009) <i>The business student's handbook: skills for study and employment</i>.(5<sup>th</sup> ed) FT Prentice Hall.</li> <li>- Caproni, P.J. (2004) <i>Management skills for everyday life: the practical coach</i>. PrenticeHall</li> </ul>																		

	<ul style="list-style-type: none"> <li>- Chaffey D., and Wood S. (2005) <i>Business Information Management</i>. Prentice Hall, UK.</li> <li>- Cole, G.A. &amp; Kelly, p. (2011) <i>Management Theory and Practice</i>. (7<sup>th</sup> ed) Cengage Learning.</li> <li>- Cottrell, S. (2003) <i>Skills for success: the personal development planning handbook</i>. Palgrave Study Skills</li> <li>- Daft, R. (2010) <i>New Era of Management</i>. (10<sup>th</sup> ed) CENGAGE Learning</li> <li>- De Jansz, S.C., Dowd, K.O., Schneider, B.Z (2009) <i>Interpersonal Skills in Organizations</i>, (3<sup>rd</sup> ed) McGraw Hill</li> <li>- Drucker, P.F.(2008) <i>Management</i>. Revised ed. Oxford : Butterworth-Heinemann.</li> <li>- Drucker, P.F. (2007) <i>The Practice of Management</i>. Revised ed. Oxford : Butterworth-Heinemann</li> <li>- Harrison, M. (2005) <i>Introduction to Business &amp; Management Ethics</i>. Palgrave.</li> <li>- Jones, G. (2007) <i>Introduction to Business: How Companies Create Value for People</i>. McGraw Hill</li> <li>- Knights, D. &amp; Willmott, H. (eds) 2007: <i>Introducing Organizational Behaviour and Management</i>. London: Thomson Learning</li> <li>- Kumar, A. (2007) <i>Personal, Academic and Career Development in Higher Education: SOARing to Success</i>. Routledge</li> <li>- Lussier, R.N. (2012) <i>Management Fundamentals: Concepts, Applications, Skill Development</i> (5<sup>th</sup> ed) CENGAGE Learning</li> <li>- Oakshott, L, 2009, <i>Essential Quantitative Methods for Business, Management and Finance</i>.4th edition, Basingstoke, Palgrave Macmillan</li> <li>- Pettinger, R. (2007) <i>Introduction to Management</i> (4<sup>th</sup> edition) Palgrave</li> <li>- Routledge, C. &amp; Carmichael, J. (2007) <i>Personal Development and Management Skills</i>. CIPD.</li> <li>- Winstanley, D. (2006) <i>Personal Effectiveness – A Guide to Action</i>. CIPD.</li> </ul>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The assessment methods are chosen to assess the full range of students' skills and knowledge. Formative assessment and feedback opportunities are built into module delivery.</p> <p><b>Component A</b> - Personal Development Portfolio which consists of a series of learning tasks plus a reflective commentary (minimum 500 words) in which students reflect on the experience and processes of the module and summarize their learning. (30% of the module)</p> <p><b>Component B</b> – The 'Management Challenge' Project brings all elements of the module together and will require students to create and run their own company and learn about business and entrepreneurship. The assessment of the 'Management Challenge' Project consists of two elements:</p> <ol style="list-style-type: none"> <li>1. Individual Project Report (minimum 2,000 words) – focusing on the experience of being a manager of a simulated new business and reporting the management process and output of management activity. (60% of the module).</li> <li>2. A multi-media PowerPoint group presentation (minimum 20 minutes) – focusing on the way the group organised themselves and the challenges they experienced as a management team of a new business. (10% of the module)</li> </ol>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	30%	70%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Personal Development Portfolio (minimum 500 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Individual Project report (minimum 2,000 words)	85%	
2. Group presentation (minimum 20 minutes)	15%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Extended Portfolio Reflective commentary (1,500 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Essay (2,500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		