CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Virtual Business				
Module Code	UMSD89-15-3		Level	3	Version	1.1
Owning Faculty	FBL		Field	Strategy and International Business	
Contributes towards	BA (Hons) Business Enterprise BA (Hons) Business and Management; BA (Hons) Business Management (Leadership, Change and Organisations)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	QMAC Dec 11

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of the module the student will be able to:
	
	1. Identify opportunities presented by emerging ICTs as used by individuals, businesses and other organisations (A)
	2. Use social network technologies and discuss their use by individuals and organisations (A, B)
	3. Plan an Internet / emerging technology strategy for a small and medium-sized enterprise (B)
	4. Identify legal and ethical issues of using ICTs for virtual businesses. (A)
	5. Critically appraise strategic orientations of business models in the transition from a 'bricks and mortar' to a pure 'clicks' environment. (A)
	6. Assess the critical role of emerging technologies in the changing business landscape both local and global contexts. (A)
	
	In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:
	
	Refine business diagnostic skills
	Develop interpersonal communication and managerial skills
	Explore and practice negotiation and influencing skills
	Refine presentation skills
	Develop key professional skills, including:
	    o Self-management / time management skills
	    o Communication
	    o Learn and develop high professional standards
	Use information technology:

	○ Process and present information using common applications
	        ○ Review the use of Information Technology
	Develop communication skills:
	        ○ Read and respond to written material
	        ○ Produce written material
	        ○ Use a range of different technologies to communicate and collaborate In virtual spaces
	        ○

Syllabus Outline	The module is designed around three themes: **Introduction to Virtual Business** 1. Introduction to business models that drive virtual enterprises – profiling similarities and differences with those that drive 'bricks and mortar' businesses. 2. Nature of virtual channels, supply chains and how they enable SMEs in the emergent business space. 3. Role of semantic web and technologies that promote greater participation and personalisation. **The Strategy and ICT Interface** 1. Role of ICT infrastructure and implications on growing virtual enterprises. 2. Strategies for optimal utilisation of ICTs that would cater to B2B, B2C, B2B2C, C2C, G2C, G2B expectations 4. Strategic variations in focus and tools in keeping with the transition from scarce to surplus conditions – inter alia models like crowd sourcing, freemium, etc. 3. Nature of service provision in a buyer driven virtual context. **Business Growth and the Changing Role of ICT** 1. Drivers of model development for virtual businesses, to include inter alia, capacity, differentiation, commoditisation. 2. Security implications of sustainable virtual businesses. 3. Strategic targeting of consumer expectations based on altered consumer behaviour characteristic of greater participation, higher dependence on reviews and acceptance of end to end customisation. 4. Ethical and legal issues related to virtual businesses. 5. Coupling of commercial and social expectations on an increasingly diverse and at the same time capable technological interface.
Contact Hours/Scheduled Hours	The module will be delivered on the basis of 3 hours contact per week
Teaching and Learning Methods	Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; and to facilitate interactions between students. Basic material will be covered in lectures, with practical sessions where necessary. Extensive use will be made of a range of (emerging) web 2.0 technologies, the VLE, and podcasts / webcasts. Students will have the opportunity to build and contribute to wikis, upload user generated content, videoconference, use social networking sites for study groups, discussion purposes and share practical skills. Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses

allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

EPortfolio- Based on tasks undertaken that are directly connected to lecture topics.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage	0%	
Coursework assessment percentage	100%	
Practical exam assessment percentage	0%	
	100%	

Reading Strategy	**Essential reading** – The essential reading will be specified in the module handbook and on Blackboard at the start of the module. Laudon, K.C. & Traver, C.G. (2013). E-commerce 2013: Business, Technology, Society, Pearson Addison-Wesley *(students will be expected to buy this text – previous editions will also suffice)* **Further Reading** 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. Further reading beyond the core texts is required on this module to bring a depth and breadth of knowledge and understanding; to explore the topic from different perspectives; and to make clear links between relevant theory and practice. As well as books (see module handbook for indicative reading), the library provides access to a wide range of journals and other electronic resources.
Indicative Reading List	The list below provides some indicative additional texts. More comprehensive guidance is provided in the module handbook. Klobas, J.E., and Jackson, P.D. (Eds.) (2007). Becoming Virtual: Knowledge Management and Transformation of the Distributed Organization, Physica-Verlag

	HD
	Blume, A. (2010). Your Virtual Success; Finding Profitability in an Online World, Career Press
	Putnik, G.D., and Cunha, M.M. (Eds.) (2006). Knowledge and Technology Management in Virtual Organizations: Issues, Trends, Opportunities and Solutions, IGI
	Fong, M.W.L. (Ed.) (2005). E-Collaborations and Virtual Organizations, IGI
	Kock, N. (Ed.) (2006). Emerging E-collaboration Concepts and Applications, CyberTech Publications
	Sparrow, A. (2010). The Law of Virtual Worlds and Internet Social Networks, Gower
	de Mesa, A. (2009). Brand Avatar: Translating Virtual World Branding into Real World Success, Palgrave Macmillan
	Warner, M., and Witzel, M. (2003). Managing in Virtual Organisations, Thomson Learning
	Cunningham, P., and Fröschl, F. (2010). Electronic Business Revolution: Opportunities and Challenges in the 21st Century, Springer
	Turban, E., King, D., Liang, T.P., & Turban, D. (2010). Introduction to Electronic Commerce, Pearson
	Chaffey, D. (2011). E-Business and E-Commerce Management: Strategy, implementation and practice, FT Prentice Hall
	Journals and e-journals International Journal of Electronic Commerce Journal of Information Technology Management Information Systems Quarterly Information Systems Journal Journal of Management Information Systems Information and Management Information Technology and People Information Communication and Society

Part 3: Assessment	
Assessment Strategy	The assessment strategy is for individual students to create a range of outputs based on lecture topics. This will enable them to investigate in depth their appreciation of creating differentiated online offerings to sustain and garner audience expectations. The summative assessment consists of a single element – an e-Portfolio - that addresses the micro and macro aspects of the curriculum as outlined in the three themes of the module. The e-Portfolio will consist of five tasks/outputs: three self-defined outputs (examples) plus a 1500 word strategic plan for a case study on a live business and a video record of a 10 minute presentation of the portfolio. Formative assessment on the development of these tasks/outputs will be provided in tutorials through the use of case study work and also through live case clinics. Assessment tasks/outputs should be digitally uploaded to an e-portfolio which will be used as a repository during the module as per a timeline specified in the Module Handbook. The final portfolio should be drawn together from the repository materials to form one submission to be submitted to Blackboard at the end of the module.
Identify final assessment component and element	**Component A**

		A:	B:
% weighting between components A and B (Standard modules only)		100%	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. E-Portfolio of 3 online submissions + 1500 word strategic plan for case study (1500 words) + 10 minute video summary	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. n/a	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. E-Portfolio of 3 online submissions + 1500 word strategic plan for case study (1500 words) + 10 minute video summary	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. n/a	
If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	