

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Business Studies				
Module Code	UINXQY-15-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	FdSc Animal Management FdSc Equine Management FdSc Sports Studies				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

CAP Approval Date	24 June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Demonstrate an understanding of the basic principles of the organisation of a small or medium sector appropriate enterprise (A). 2 Identify aspects of the business environment which may have an impact on a small or medium sector appropriate enterprise (A). 3 Describe the role of the customer within the business process (B). 4 Demonstrate and understand the importance of financial management and record keeping (B). 5 Identify a business problem and demonstrate an ability to analyse the implications for the organisation (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Organisation of a small rural or sector appropriate business: business aims, objectives and mission statement; introduction to human resource management; organisational structure. 2 Business environment: Identification and analysis of the business environment using appropriate models including PEST; SWOT, 5 forces; strategic groups. 3 Financial management identification of basic financial, record keeping and key performance indicators. 4 Customer identification: introduction to market research, segmentation. <p><i>All of the above will be considered utilising case studies and examples from rural enterprises including those from the animal, equine and sports sector. This module will be delivered with a sport; equine; or small animal focus, depending upon the programme of study.</i></p>

Contact Hours/ Scheduled Hours	Indicative delivery modes:																									
	Lectures, guided learning, seminars etc				33																					
	Self directed study				3																					
	Independent learning				114																					
	TOTAL				150																					
Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p> <p>150 hours study time of which 36 hours will represent scheduled learning.</p> <p>Scheduled learning May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion. Student study time will be organised each week with a series of both essential and further readings and preparation for practical workshops. It is suggested that preparation for lectures and support work will take 4 hours per week with a further expectation of 16 hours preparation for Poster defence, 16 hours used in case study assignment planning and completion and 30 hours study in preparation for the written examination. This module will be taught across both semesters on one day per week but placement hours will be negotiated with your personal tutor.</p> <p>Virtual learning environment (VLE), or equivalent This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																									
Key Information Sets Information	<p>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.</p> <p>Key Information Set – Module Data</p> <table><tr><td colspan="4">Number of credits for this module</td><td>15</td></tr></table> <table><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <table><tr><td>1</td><td><i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</td></tr><tr><td>2</td><td><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</td></tr><tr><td>3</td><td><i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</td></tr></table> <p>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:</p>					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	1	<i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.	2	<i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.	3	<i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.
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	<p>Total assessment of the module:</p> <table> <tr> <td>Written exam assessment percentage</td><td>0%</td></tr> <tr> <td>Coursework assessment percentage</td><td>75%</td></tr> <tr> <td>Practical exam assessment percentage</td><td>25%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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Coursework assessment percentage	75%								
Practical exam assessment percentage	25%								
	100%								
Reading Strategy	<p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p> <p>Essential Reading</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further Reading</p> <p>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>								
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Brassington, F. and Pettitt, S. (Current Edition). <i>Principles of marketing</i>. Harlow: Prentice Hall. • Atrill, P. (Current Edition). <i>Accounting and Finance Non-Specialists</i>. London: Pearson. • Hall, D., Jones, R., Rafflo, C., Chambers, I. and Gray, D. (Current Edition). <i>Business Studies</i>. Causeway Press. • Pilbeam, S. and Corbridge, M. (Current Edition). <i>People resourcing, HRM in practice</i>. London: Prentice Hall. 								

Part 3: Assessment				
Assessment Strategy	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.			
	Poster Defence: Output from case study research work within the field of small and medium business organisation and the impact of the business environment will be assessed by questioning. Students will be expected to be able to discuss the strengths and weaknesses of business models within SMEs allowing marking to reflect individual communication strengths.			
	Essay: With a particular emphasis upon small and medium enterprises (SMEs) students will be expected to identify and discuss a business problem in the fields of customer relations or financial management leading to a clear analysis of the implications this problem may have for the business.			
	Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.			
	In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.			
Identify final assessment component and element		Written assignment.		
% weighting between components A and B (Standard modules only)			A:	B:
			25%	75%
First Sit				
Component A (controlled conditions) Description of each element			Element weighting	
1	Poster defence (15 minutes) In-class		100%	
Component B Description of each element			Element weighting	
1	Written assignment (2000 words)		100%	
Resit (further attendance at taught classes is not required)				
Component A (controlled conditions) Description of each element			Element weighting	
1	Poster defence (15 minutes)		100%	
Component B Description of each element			Element weighting	
1	Written assignment (2000 words)		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.				