



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data						
Module Title	Understanding the Business and Economic Environment					
Module Code	UISV5Q-15-1		Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Hartpury		Field	Sport		
Department	Sport		Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sports Business Management FdA Sports Business Management					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	20 January 2016		Valid from	01 September 2016		
Revision CAP Approval Date			Revised with effect from	01 September 2022		

<b>Review Date</b>	01 September 2022
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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"> <li>1. Analyse the global, national and local economic and business environment using appropriate terminology and concepts. (A, B)</li> <li>2. Apply simple economic and business theories to analyse specific economic, business and sports phenomenon. (A, B)</li> <li>3. Use and interpret simple diagrams and schematic representations of key economic and business concepts. (A, B)</li> <li>4. Interpret, manipulate and analyse both graphical and tabular business and economic data. (A, B)</li> <li>5. Apply economic principles and their impact upon organisations/ business, and their management functions. (A, B)</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1. The PESTLE framework</li> <li>2. The Firm                             <ol style="list-style-type: none"> <li>a. Costs, Revenues and profitability</li> <li>b. Growth strategies of firms</li> </ol> </li> <li>3. Markets</li> </ol>

	<ul style="list-style-type: none"> <li>a. Supply and Demand</li> <li>b. Leisure time and its opportunity costs to the spectator.</li> <li>c. Market pricing and market structures from perfect competition to monopoly.</li> <li>d. Competition: Oligopolies</li> <li>e. Market Failure and Externalities</li> </ul> <p>4. National Income and Government Policy</p> <ul style="list-style-type: none"> <li>a. The circular flow of income and National Income</li> <li>b. Business activity and the impact of Inflation and Unemployment. Monetary and Fiscal policy, the public finances, and their impact on business</li> </ul>																									
Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>• Lectures, guided learning, seminars etc. 36</li> <li>• Self-directed learning 12</li> <li>• Independent learning 102</li> </ul> <p>TOTAL 150</p>																									
Teaching and Learning Methods	<p>The teaching and learning strategy of the module is designed to encourage students to understand apply basic economic theories within the sports environment. The module will be delivered using a blend of ground-preparation lectures, applied seminars and small group tutorials in preparation for the module assessment.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, and project supervision</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, directed study, presentation preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make</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> <table border="1" data-bbox="485 1234 1374 1592"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <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 style="text-align: center;">150</td> <td style="text-align: center;">48</td> <td style="text-align: center;">102</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	48	102	0	150
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Reading Strategy	<p><b>Essential readings</b> Any essential reading will be indicated clearly, along with the method of accessing it, e.g. students may be required to purchase a set text, be given a print study pack or will be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further reading</b> Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from their academic literature.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered.</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.</p> <p>Books:</p> <p>Begg, D. and Ward, D. (Current Edition) <i>Economics for Business</i>. London: McGraw – Hill Higher Education.</p> <p>Leeds, M.A. and Allmen, P. (Current Edition) <i>The Economics of Sports</i>. Essex: Pearson</p> <p>Mulhearn, C. and Vane, H. R. (Current Edition) <i>Economics for Business</i>. Basingstoke: Palgrave Macmillan.</p> <p>Slooman, J., Hinde, K., and Garrat, D. (Current Edition) <i>Economics for Business</i>. Harlow: Prentice Hall.</p>																				

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The assessment strategy reflects the breadth of the module syllabus and is designed to allow students to present a deeper understanding of economics using module content of their personal interest.</p> <p>The end-of-module practical exam is a small group presentation in which students discuss a micro or macroeconomic topic of choice. The group mark will be awarded on the basis of the overall merits of the presentation, including skills exhibited in assembling and using the available materials, some applied contextual analysis and the quality of the oral presentation and team cohesion.</p>

	<p>Students will be given feedback at the time of their presentation and will be given the opportunity to discuss this further.</p> <p>In support of component A's assessment formative feedback will be provided to students through mini group presentations in the lead-up to their final point of assessment; this will take place in weeks 9-12.</p> <p>The use of an academic essay will ensure the assessment strategy captures the range and depth of the syllabus as students will be challenged to discuss economic topics from both micro and macroeconomic environments. This will encourage students to read theory accurately, generate and analyse results whilst forming a clear argument which can be defended with a specific line of reasoning.</p> <p>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.</p>
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Identify final assessment component and element	Group presentation	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Group presentation (20 minutes) with a group mark.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. Assignment (1800 words)	100%	

<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> <b>(as % of component)</b>	
1. Individual presentation (10 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. Assignment (1800 words)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		