




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Understanding the Business Environment				
Module Code	UMEDKR-15-1	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Economics		
Department	BBS: Accounting, Economics and Finance	Module Type	Standard		
Contributes towards	FdA Business with Management				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	1 June 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. The ability to comment on and analyse the global, national and local economic and business environment using the appropriate economic terminology and concepts (Comp A and B). 2. Apply simple economic and business theories to analyse specific economic and business phenomenon (Comp A). 3. Use and interpret simple diagrams and schematic representations of key economic and business concepts (Comp A and B). 4. Interpret, manipulate, and analyse both graphical and tabular business and economic data (Comp A). 5. The ability to apply economic principles and their impact on international business, their human resource and other management functions (Comp A and B) 6. Recognise the impact of global, social, ethical and technological factors on shaping business policy. (Comp A and B) 7. Demonstrate effective presentation skills (Component A)
Syllabus Outline	<p>This module typically will cover:</p> <ol style="list-style-type: none"> 1 The PESTLE framework 2 The Firm <ul style="list-style-type: none"> - Costs, Revenues and profitability - Growth strategies of firms - The goals of Not for Profit Organisations

	<p>3 Markets</p> <ul style="list-style-type: none"> - Supply and Demand - Competition: Oligopolies - Market Failure and Externalities <p>4 National Income and Government Policy</p> <ul style="list-style-type: none"> - The circular flow of income and National Income - - Business activity and the impact of Inflation and Unemployment - Monetary and Fiscal policy, the public finances, and their impact on business 																				
Contact Hours	<p>The module will be taught semesterised and completed within 15 weeks. There will be a 2 hour lecture- led session with a 1 hour seminar per week.</p> <table border="1" data-bbox="400 539 1086 667"> <thead> <tr> <th>Activity</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact</td> <td>45</td> </tr> <tr> <td>Self-direct study</td> <td>105</td> </tr> <tr> <td>Total study time</td> <td>150</td> </tr> </tbody> </table>	Activity	Hours	Scheduled contact	45	Self-direct study	105	Total study time	150												
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Teaching and Learning Methods	<p>Lectures will be used for the delivery of core syllabus topics and will, where appropriate, incorporate activities (individual or group based) that enable students to explore their understanding of the lecture's topics. All lecture slides will be made available prior to the lecture on virtual learning environment (VLE) including additional links relevant to the lecture's topics.</p> <p>The seminars will be used to facilitate the students' deeper understanding of core concepts in the context of current events. The seminars will take a variety of formats, from formal debates, informal discussions, question and answer sessions exploring case study material or, undertaking simple exercises. All students are expected to engage with all workshop materials before the seminar takes place.</p> <p>In addition staff will be available during the semester during their office hours for face to face tutorial meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Virtual Learning Environment (VLE) This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within VLE.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>																				
Key Information Sets Information	<table border="1" data-bbox="448 1682 1374 2056"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>45</td> <td>105</td> <td>0</td> <td>150</td> </tr> </tbody> </table> 	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	45	105	0	150
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The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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		50%	
Practical exam assessment percentage		50%	
		100%	

Reading Strategy

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 websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module.

Essential and Further Reading

The essential reading will be specified in the module handbook and on VLE at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader.

Indicative Reading List

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.

Begg, D. (2009) *Foundations of Economics*. London: McGraw-Hill.

Chandler, D. (2014) *Strategic corporate social responsibility stakeholders, globalization, and sustainable value creation*. 3rd Ed. London: Sage Publications.

Cox, S. (2015) *Economics: Making Sense of the Modern Economy*. 4th ed. Oxford: Wiley-Blackwell.

Dicken, P. (2011) *Global shift mapping the changing contours of the world economy*. 6th Ed. London: Sage Publications

	<p>Gillespie, A. (2014) <i>Foundations of Economics</i>. Oxford: Oxford University Press.</p> <p>Sloman, J., Wride, A. & Garratt, D. (2012), <i>Economics</i>. 8th ed. London: Pearson.</p> <p>Wetherly, P. and Otter, D. (2014) <i>The Business Environment- Themes and Issues in a Globalizing World</i>. 3rd Ed. Oxford: University Press.</p> <p>Articles from academic journals and from national and international newspapers will be drawn on. These will include specific webpages that students will be recommended to read regularly.</p> <p>http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing/uweharvard.aspx</p> <p>http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx</p>
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Part 3: Assessment

Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. The aim is to evaluate the student's skill in understanding a range of business and economic concepts applicable to the individual, the firm and the economic environment (nationally and globally).</p> <p>Formative assessment takes various forms and will occur throughout the module – in lectures and workshops and, will include regular online tests, peer and tutor feedback on workshop activities.</p> <p><i>Summative Assessment</i></p> <p>1 <i>Component A</i>: An individual presentation on market structure of an industry of your choice.</p> <p>2 <i>Component B</i>: Essay on an issue relevant to the current economy, and its implications on human resources and other management functions.</p> <p><i>Formative Assessment:</i></p> <p>1 Engagement with other students in seminars and lectures which also encourages cohort identity and a sense of belonging.</p> <p>2 Regular VLE messages, to provide generic feedback to groups on lectures, workshop activities and summative assessments.</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	Component B	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. Individual Presentation- 20 minutes	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay (1500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual Presentation- 20 minutes	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay (1500 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.