



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Contemporary Business Issues		
Module Code	UMPDN6-15-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business and Law	Field	Human Resource Management
Department	BBS: Business and Management		
Contributes towards	BA (Hons) Business and Management; BA(Hons) Business Management and Leadership, BA (Hons) Business and Human Resource Management; BA (Hons) International Business, BA(Hons) Business and Law, BA(Hons) Business Management with Law.		
Module type:	<i>Standard</i>		
Pre-requisites	<i>None</i>		
Excluded Combinations	<i>None</i>		
Co- requisites	<i>None</i>		
Module Entry requirements	<i>Not Applicable</i>		

## Part 2: Description

**The syllabus addresses the following key areas themes (not necessarily delivered in this order):**

In exploring the impact of contemporary business issues on organisations and worker from a political economy perspective, the module will address the following topics utilising these as an opportunity for students to engage in enquiry and develop a range of academic and research skills. This module provides students the opportunity to explore the contested role of Business in Society. The module's underlying goal is to help students recognise that the study of 'business' goes far beyond a functional focus on the mechanisms of business, it is the study of contemporary society and political economy, and the role of business within this.

The module aims to support students in recognising that the role of business in increasingly global and international businesses requires the delivery of goods and services and of course the creation of wealth – but leadership also requires clear responsibility towards people and the societies in which the company operates and stewardship of the natural resources on which it relies. The role of business in society is not only a legitimate aspect of business management, but increasingly central in ensuring growth, profitability and sustainable business building. This challenge extends across a range of issues which fall under the umbrella of 'Corporate Social Responsibility or Sustainability' but includes much of the topic areas the module allows students to research; the use of zero-hours contracts, gender discrimination; the exclusion of disabled workers; the impact of new technology on workplace discrimination.

Contemporary work themes include (but may be adapted to reflect recent economic and business changes):

- Internationalisation and Globalisation and the impact on work: e.g. immigration, trade liberalisation vs. introduction of trade barriers
- The socio-political context of work and the impact of Government policy: e.g. Neoliberalism and free-markets and the experience of work
- Inequality in Organisations and Managing Diversity in Organisations
- Corporate Social Responsibility and Business Ethics
- New forms of Work e.g. Flexibility and Flexploitation, Emotional and Aesthetic Labour
- Emerging forms of Employment and Entrepreneurship: e.g. self-employment, zero-hour contracts, the hidden/ shadow economy
- New Technology, Social Media and the experience of work

Research skills:

- Identifying and defining suitable topics of critical enquiry relevant to a student's chosen discipline
- Use of library resources and a range of different types of source
- Designing and presenting research posters

Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week over 12 weeks. This will consist of:

- A 1 hour lecture
- A 2 hour workshop

Extensive use will be made of Blackboard for 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. 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. In addition a number of e-learning resources will also be used, including:

The MySkills Study Skills website at

<http://www.uwe.ac.uk/library/resources/hub/>

Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]

iSkillzone <http://iskillzone.uwe.ac.uk>

### Part 3: Assessment

The assessment strategy adopted on this module is designed to assess students' understanding of contemporary work and its impact on workers and organisations, as well as their ability to define their own scope of enquiry into a relevant business issue. Opportunities for interim feedback are built into module delivery through ongoing submission of portfolio exercises. Formative feedback on both the portfolio and presentation will be provided by tutors during dedicated workshop time.


There are two components to the summative assessment for this module:

#### COMPONENT A:

Element 1: A 20 minute group research poster presentation based on work completed in workshops and during independent study time. Students will base their presentation on one of the contemporary work themes and will develop their own account of the existing literature, synthesizing a wide range of sources.

Element 2: A 1500 word individual portfolio made up of four exercises that are linked to lecture content where students must demonstrate the development of research skills. These will be submitted on a regular basis and students will receive on going feedback throughout the term.

Identify final timetabled piece of assessment (component and element)	Component A2	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Group Presentation of a Research Poster (20 min)	60%	
2. Individual portfolio of enquiry-based activities (1500 words max.)	40%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
<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 (as % of component)</b>	
1. Research Proposal (1500 words)	60%	
2. Individual Portfolio (1500 words)	40%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
<b>Part 4: Teaching and Learning Methods</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the impact of various contemporary business issues on businesses and their employees (Element A1 &amp; A2)</li> <li>• Place individual topics of study within the broader context of business management research (Element A1)</li> <li>• Engage in researching topics and developing perspectives and synoptic accounts (Element A1)</li> <li>• Understand the existence of a series of continuing debates with which students will become familiar (Element A2)</li> <li>• Have started to develop critical thinking skills - constructively critiquing the research of others, identifying strengths and weaknesses in technique, analysis and conclusions. (Element A1 and A2)</li> <li>• Be able to produce different types of written and oral work appropriate to the programme of study and observing the conventions of academic writing (Element A1 and A2)</li> <li>• Further develop and demonstrate skills in note-taking, summarising, paraphrasing and referencing (Element A2)</li> </ul> <p>In addition, the educational experience may explore, develop, and practise but not formally assess the following:</p> <ul style="list-style-type: none"> <li>• Time management skills</li> <li>• Resource identification and management skills</li> <li>• Effective communication using written and verbal media</li> <li>• Independent and interdependent (group) working</li> </ul>	
Key Information Sets Information		

(KIS)	<table border="1"> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">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 style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </table>					<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	36	114	0	150
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Contact Hours																									
Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">40%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>					Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%										
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Reading List	<p>All students are expected 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. Support will be provided in developing the necessary information literacy and information technology skills necessary to access required materials.</p> <p>By necessity students will need to develop as autonomous learners and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.</p> <p><b>Essential reading</b> – The essential reading for this module will comprise a collection of digitized chapters and articles available through the library and posted on blackboard. Alongside this students will be directed to the research observatory <a href="http://ro.uwe.ac.uk">ro.uwe.ac.uk</a></p> <p>This will be supported through further reading but no set text will be identified (reflecting the contemporary nature of the module)</p> <p><b>Further reading</b> – Students will be advised of further reading that is desirable and further develops knowledge and understanding of a specific topic. In addition, students will be encouraged to engage in independent research and wider reading in completion of the assessment for this module. Additional reading material will be made available to students during the course of the module via Blackboard. The essential and suggested readings provide a baseline of sources that students should go beyond in their assessment research.</p> <p>The indicative reading list below contains a range of textbooks which are available through the university library and which will help students to develop their knowledge beyond the immediate coverage of each session and its associated reading. All texts are</p>																								

available in the UWE library. This list is subject to update in each year's module handbook and is to be supplemented with academic journal articles.

Erickson, M. (2009). *Business in society*. Polity.

Crane, A., Matten, D., and Spence, L.J., 'Corporate Social Responsibility: Readings and Cases in a Global Context', 2/e. Abingdon: Routledge

Eurofound (2015), *New forms of employment*, Publications Office of the European Union, Luxembourg

Grandey, A., Diefendorff, J., & Rupp, D. (2012). *Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work*. Psychology Press/Routledge

Held, D., McGrew, A., Goldblatt, D., Perraton, J. (1999) *Global Transformations: Politics, Economics and Culture*. Stanford: Stanford University Press

Macionis, J. and Plummer, K. (2011) *Sociology. A Global introduction*. Harlow: Pearson Prentice Hall

Northey, M, Tepperman, L. and Alnaese, P (2015) *Making Sense: A student's Guide to research and writing*. Oxford: Oxford University Press.

## FOR OFFICE USE ONLY

First CAP Approval Date	15 <sup>th</sup> December 2016 Version 1 <a href="#">link to the RIA</a>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	<i>2</i>	<i>Link to RIA</i>
Revision CAP Approval Date		Version	<i>3</i>	<i>Link to RIA</i>
Revision CAP Approval Date		Version	<i>4</i>	<i>Link to RIA</i>