MODULE SPECIFICATION

Part 1: Information			
Module Title	C-Suite		
Module Code	UMCDNM-30-M	Level	M
For implementation from	January 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Business and Law	Field	Business and Management Cross Disciplinary
Department	BBS, Business and Management		
Contributes towards	Doctor of Business Administration		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	NA		

Part 2: Description

The main board of a company consists of executives often given the titles Chief Executive Officer, Chief Technical Officer, Chief Information officer etc. These roles form the C-suite of leaders within a company. To occupy such a position requires deep knowledge in one area, but also a breadth of knowledge to contribute to discussion across other areas. In recognition of this organisational context, this module aims to advance students breadth and depth of knowledge in these core areas as part of the taught provision on the Doctor of Business Administration (DBA) programme. The purpose of the module is to expand students' understanding and critical appreciation of the complexity and diversity of the management discipline and core subject fields within this wider discipline to enable students to situate their research in the wider context. In drawing together learning from preceding modules this will enhance their ability to identify impact and contribution of a piece of research through a greater understanding of the target audience and the shared conceptual, philosophical and/or methodological assumptions of that target audience. It will also allow students to analyse more critically the conceptual, methodological or practical contribution of a research project and its limitations. Students will be encouraged to critically reflect on how they can apply this learning to their own DBA studies. The module therefore enables students to:

- Develop their awareness of the breadth of different fields within the wider management discipline.
- Develop their knowledge of specific core subject fields within the wider management discipline.
- Develop their ability to search, analyse and synthesise a particular field of study and critically analyse different conceptual, philosophical and methodological assumptions shared by specific target audiences.
- Develop their ability to examine, critique and contextualise research projects.

To achieve these objectives, the module aims to engage students in critical reviews of the core management fields (e.g. Strategy, Operations Management, Economics, Finance, HRM, Marketing and Organisation Studies etc.). More specifically, students will be asked to examine these core business fields through analyses of

landmark papers. Each landmark paper forms the central focus of learning activity for each study unit within the module. Students will have an opportunity to take part in a group discussion or workshop for each of the landmark papers/subject areas where they engage in peer learning as they discuss their findings.

The module takes a flexible approach to delivery methods. Depending on cohort requirements, delivery can be fully online, fully face to face, or a blended mix of the two. The module will be delivered via a series of study units; each study unit relating to a substantive area of the syllabus. Activities, plenary sessions and workshops will provide an opportunity for critical analysis, discussion and peer/tutor feedback.

- These sessions may take place in the classroom, face to face; or in an online environment.
- Online sessions may be:
    - synchronous (e.g. using live webinars) or asynchronous (e.g. using text/video discussion tools).

Part 3: Assessment

There are two aspects to the assessment for this module:

Formative assessment:

Students will participate in group discussions or workshops. These may take place in a face-to-face or online environment. These will usually involve peer evaluation and tutor feedback - for example critical examination/analysis of a specific research text. Further opportunities for formative feedback will be provided during the duration of the module through feedback from DoS, guided online activities and peer feedback during the scheduled workshops.

Summative assessment:

There are two components to the assessment for this module:

Component A: Video Presentation (8-10 min)

Students will submit a video presentation summarizing key literature analysis and critiquing approaches and techniques. Videos may take different approaches, (for example presenting to camera, narrated slides).

Component B: A written portfolio of literature reviews (6,000 words)

Each critical review should demonstrate their understanding of the context and impact of each paper on the respective subject area and also include a critique of the methodology and reflection on the paper with regards to the students' own practice in the workplace. The assignment will include reference to appropriate literature and the evaluation of relevant models/theories.

Other methods of assessment may be employed to demonstrate the learning requirements where reasonable adjustments are required by a student.

Not assessed as part of this module: DBA students, as part of the Doctoral Development plan, should write a critical reflection on learning (1,500 words). Students need to critically evaluate key personal learning outcomes from this module and how they will utilise these to inform their DBA studies.

Identify final timetabled piece of assessment (component and element)	**Component B**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**25%**	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Video Presentation	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Portfolio of Literature Reviews (6,000 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. Video Presentation	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Portfolio of Literature Reviews (6,000 words)	100%

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to: 1. Identify target audiences of research papers and analyse their conceptual and philosophical positioning within the wider body of knowledge of a discipline (Component A & B). 2. Analyse critically the methodological and theoretical contribution of research papers within a specific field of knowledge (Component A & B). 3. Analyse the limitations of a research paper (Component A & B). 4. Explain and critique academic work to an audience (Components A & B). 5. Demonstrate critical reflection on and learning from this module (Components A & B).

Key Information Sets Information (KIS)	**Key Information Set - Module data**

Number of credits for this module 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	30	270	0	300

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a; **Written Exam**: Unseen or open book written exam **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total Assessment		Total assessment of the module:				
		Written exam assessment percentage			0%	
		Coursework assessment percentage			75%	
		Practical exam assessment percentage			25%	
					100%	

Reading List	Students will be expected to undertake substantial independent reading throughout the module and as advised in each study unit related to the landmark paper to be reviewed. All students will be encouraged to make full use of the 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. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. An electronic indicative reading list can be found at: https://uwe.rl.talis.com/lists/94F65974-FAFF-3561-F900-C9C45930757D.html

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First CAP Approval Date	UVP 10 July 2018 link to RIA			
Revision ASQC Approval Date *Update this row each time a change goes to ASQC*		Version	*2*	*Link to RIA*