



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Engaging in Critical Business Enquiry (Accounting, Economics and Finance) | | | | |
| Module Code | UMCD9M-30-1 | Level | 1 | Version | 1 |
| Owning Faculty | FBL | Field | Business and Management Cross Disciplinary | | |
| Contributes towards | BA (Hons) Business Studies with Accounting & Finance; BA (Hons) Business Studies with Economics; BA (Hons) Banking & Finance | | | | |
| UWE Credit Rating | 30 Credits | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | none | | Co- requisites | none | |
| Excluded Combinations | UMCD9K-30-1; UMCD9L-30-1 | | Module Entry requirements | | |
| Valid From | September 2012 | | Valid to | | |

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| CAP Approval Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand the role and relevance of business enquiry to student’s academic and professional context, including the student’s own future professional ambitions (Components A & B1) • Demonstrate the ability to identify, analyse and evaluate sources of business information, considering their origins, context and content (Components A ,B1 and B2) • Understand the context of business and management research and other sources of business information, and their relative roles in contributing to business knowledge, with respect to their programme of study (Components B1 & B2) • Have started to develop critical thinking skills - constructively critiquing the research of others, identifying strengths and weaknesses in technique, analysis and conclusions. (Components B1 & B2) • Be able to produce different types of written and oral work appropriate to the programme of study and observing the conventions of academic writing (Components A ,B1 and B2) • Further develop and demonstrate skills in note-taking, summarising, paraphrasing and referencing (Component B2) <p>In addition the educational experience may explore, develop, and practise <u>but not formally assess</u> the following:</p> |

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| | <ul style="list-style-type: none"> • Time management skills • Resource identification and management skills • Effective communication using written and verbal media • Independent and interdependent (group) working |
| Syllabus Outline | <p>Proposed lecture programme: Lectures will follow address the following broad topic areas, though context and content will be driven by the particular cluster</p> <p><u>Introduction</u></p> <ul style="list-style-type: none"> • The importance of research to business and the importance of enquiry & academic skills to students' employability • Developing an evidence base for problem solving and decision making in organisations <p><u>Understanding business research</u></p> <ul style="list-style-type: none"> • An introduction to approaches to enquiry - organizational research in its broadest context • The literature review role and process • Being ethical in business research/ the modern business school <p><u>Academic Skills</u></p> <ul style="list-style-type: none"> • Evaluative skills, tools and techniques • Planning, researching and presenting information • An academic writing master class <p><u>Evaluating Business Research</u></p> <ul style="list-style-type: none"> • Interpreting and evaluating quantitative research • Interpreting and evaluating qualitative research • Interpreting and evaluating critical management research approaches • <u>Review & Revision</u> <p>Underpinning skills sessions will address the following related syllabus:</p> <p>1. Demonstrate and develop the ability to identify and evaluate sources of information</p> <ul style="list-style-type: none"> • Use the UWE IT and library systems, communicate electronically and use a variety of computer software packages relevant to the programme of study including an early introduction to research software (SPSS etc.) • To identify and access a variety of resources available at UWE both in print and electronically relevant to the programme of study • Evaluate information sources and make judgments about their quality. Record information from a variety of sources including lectures, seminars, texts and internet sources • Develop a questioning approach in reading texts and be able to take notes, paraphrase, and reference and quote correctly. • Interpret published empirical evidence (both qualitative and quantitative) relevant to their programme of study • Understand the differences in a variety of contrasting theoretical approaches relevant to the student's programme of study • Identify basic strengths and weaknesses in the research of others: in technique, analysis and conclusions. <p>2. Produce different types of written and oral work appropriate to the programme of study observing the conventions of academic writing</p> <ul style="list-style-type: none"> • Plan for and engage in relevant forms of assessment and be capable of distinguishing between types of assessment • Write and present ideas clearly and succinctly, in appropriate style • Construct coherent arguments and articulate ideas clearly • Demonstrate an ability to work effectively in groups on project work. • Presenting and defend arguments and ideas orally and in writing. • Understand the nature of collusion and plagiarism, and the implications of engaging |

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| | <p>in these activities</p> <ul style="list-style-type: none"> • To check assignments to ensure that content is properly referenced and ideas are attributed to contributing authors • Reflect on, record and demonstrate skills through a range of portfolio activities <p>3. Describe aspects of the research process relevant to a chosen field of study</p> <ul style="list-style-type: none"> • Understand the variety of research techniques available and their theoretical underpinnings • Identify appropriate analytical techniques and select techniques appropriate for research in a field of study and defend this decision. • Identify the nature and sources of information and data needed to write a research literature review • Demonstrate awareness of issues relating to the rights of other researchers, of research subjects and of others who may be affected by the research |
| <p>Contact Hours/Scheduled Hours</p> | <p>Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week. This will consist of:</p> <ul style="list-style-type: none"> - A weekly one hour lecture for the delivery of core syllabus concepts - A two hour facilitated enquiry/problem based learning lectorial - Two one hour skills development workshops with tutor feedback and support - A one hour tutorial (50 students) engaging in debate relevant to their field of study <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>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:</p> <ul style="list-style-type: none"> • The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ [Of particular interest will be the pages on 'Being a student at level 1' http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm • 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 [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Learn Higher http://www.learnhigher.ac.uk/Students.html • Espresso Maths http://www.cems.uwe.ac.uk/mslc/ |
| <p>Teaching and Learning Methods</p> | <p>Overall this module will develop a critical, informed, scholarly and appreciative spirit of enquiry among FBL students that is applicable in both academic and professional contexts. The context for this module focuses on a range of contemporary business issues in both British society and the wider global environment. Through this, students are supported in asking critical questions, and appreciating the academic tools available to address these issues.</p> <p>Key themes covered are contemporary business issues such as:</p> <ul style="list-style-type: none"> • The changing nature of work and employment • Sustainability • Globalisation and internationalisation • Political and Social Change • Patterns of Inequality and Social Mobility • The Knowledge Economy |

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| | <p>These broad themes offer an opportunity for students to engage in current, critical and challenging business debates. At the same time, the module is designed to establish the skills required to perform academically over the course of a university degree.</p> <p>The module will be delivered over 12 weeks with a minimum of 6 hours contact time per week.</p> <p>Scheduled learning</p> <p>Lectures will be 1 hour large group taught sessions. These will be supported by two hour lectorials where students will be supported in developing knowledge and physical materials necessary for subsequent skills sessions.</p> <p>2 Skills Sessions a week will take the form of:</p> <ul style="list-style-type: none"> • Workshops on specific effective learning topics e.g. Using the internet for research, essay skills, oral presentations, effective reading • Seminars involving exercises using material relevant to common core modules. These exercises will allow students to practice such skills as summarising, note-taking, researching, exploring library resources, using secondary sources. • Students may review past academic performance, explore ways to deal with barriers to successful learning, plan future academic development. • These skills sessions will be directly linked to the portfolio assessment <p>Independent learning</p> <p>Students will be expected to prepare in their portfolios in advance of each set of skills sessions – they will have the opportunity to complete a total of 24 activities over 12 weeks. Successful completion of 18 of these will represent 100% of their portfolio mark (75% attendance and completion). These activities are likely to involve around 1 – 2 hours to complete representing 36hrs of structured independent study over 12 weeks.</p> <p><i>This module has particular considerations to support students with any declared disability in any of its teaching. Particular staff in the group are experienced in providing additional or substitute materials or teaching modes for dyslexic students, if such needs are declared. We will liaise with the Student Disability Service in order to provide specialist support where needed.</i></p> |
| Reading Strategy* | <p>Access and Skills – 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 large range of journals (both print and electronic) 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. Students will be presented with opportunities within the programme curriculum (especially the Literature Review) and within this module to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.</p> <p>Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard</p> <p>UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. This includes mySkills / iSkills zone, and the Skills4Study resources.</p> |
| Indicative Reading List | <p>Essential reading - The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any set text without the guidance of the module tutor. Examples of the essential reading for this module may include:</p> <p>Cottrell, S. (2003) <i>The Study Skills Handbook</i> Basingstoke: Palgrave</p> <p>Cottrell, S. (2005) <i>Critical Thinking Skills</i> Basingstoke: Palgrave</p> |

Greetham, B. (2001) *How to Write Better Essays* Basingstoke: Palgrave

Marshall, L. & Rowland, F. (1998) *A Guide to Learning Independently* (3rd ed) Buckingham: Open University

Northedge, A. (2005) *The Good Study Guide* Milton Keynes: Open University

Burns, T. & Sinfield, S. (2003) *Essential Study Skills: the complete guide to success at university* London; SAGE.

Cameron, S. (2009) *The business student's handbook: skills for study and employment.*(5th ed) Easterby

Smith, M., Thorpe, R., & Lowe, A. (2001) *Management Research: An Introduction*(second edition). London: Sage.

Grey, C. (2008) *A Very Short Fairly Interesting and Reasonably Cheap Book About Studying Organizations* (2nd ed) Sage.

Note: subject specific materials will be drawn from texts used in students' subject modules

Further reading – Further Reading will be required to supplement the set textbook and other provided readings (see above). The purpose of this Further Reading is to ensure students are familiar with current research, classic works, and material specific to their chosen programme of study. Suggested Further Reading by topic will be indicated in the module handbook provided at the start of the module and in lectures, but the following books are indicative of recommended texts (all can be found in the UWE library).

- Burns, T. Sinfield, S. (2008) *Essential study skills: the complete guide to success at university*, Sage
- Hart, C. (1998) *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage
- Harrison, M. (2005) *Introduction to Business & Management Ethics*. Palgrave.
- Locke, L.F., Silverman, S.J. & Spirduso, W.W. (1998) *Reading and Understanding Research*. London: Sage.
- Whitley, R. (2000) *The Intellectual and Social Organization of the Sciences* (second edition). Oxford: OUP.

Part 3: Assessment

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| Assessment Strategy | <p>The assessment methods are chosen to provide formative feedback and establish skills in the first year that are essential to second and final year progression.</p> <p>A 2,500 word literature review (Component B, element 1) on a focused area of study will be developed as coursework over the module. As a first year project, one strand of skills sessions will focus upon this project, developing the skills required over the course of the module. Here students will be asked to develop their own questions around one of the key themes addressed in the module.</p> <p>A Personal Development Portfolio (Component B, element 2) will be compiled progressively over the skills sessions, prepared before, and receiving feedback during, each session. This is intended to build information gathering, writing, individual study, interpersonal study, and other essential skills. Reflections on a group project and presentation will be an element of this portfolio.</p> <p>A short end-of-module exam (Component A) will be conducted under controlled conditions to test knowledge of core concepts required for level 2, and provide an opportunity to demonstrate early critical thinking skills under controlled conditions. The one and a half hour exam will consist of a 45 minute multiple choice/ short answer questions and a choice of one of three questions to answer in the remaining 45 minutes.</p> |
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| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 30% | 70% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Exam (1.5 hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Literature Review (2,500 words) | 50% | |
| 2. Portfolio | 50% | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Exam (1.5 hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Literature Review and/or Portfolio resubmission with evidence of reflection on feedback | 100% | |
| If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated in the Module Description at the time that retake commences. | | |