MODULE DESCRIPTOR

SECTION A: MODULE DETAILS

Module Title	**Global Business Environment**				
Short Title	**Bus Env**				
Module Code	**BM461**		**Date of First Approval**	**September 2018**	
Responsible Department	**Business, Law & Computing**		**Date of Version**	**September 2018**	
FHEQ Level	**Level 4: Certificate**		**Version No.**	**1**	
Credit Value	**15 Credits**		**Expected Length**	**15 weeks**	
Status	**Approved**		**Regime of Delivery**	**Campus Based**	

Semester taught	S1 ☒	S2 ☒	S3 ☐	SB ☐	S1A ☒	S2A ☒	SBA ☐
	T1 ☐	T2 ☐	T3 ☐	T4 ☐	Other ☐	Other ☐	Other ☐

SECTION B: MODULE DESCRIPTION

Brief Description

This module introduces the students to the concept of the global business environment. The students will systematically examine how identified external factors influence the environment in which the firm operates. The module addresses both topics of the day as well as the long term impact of events in the near past.

It provides an understanding of the economic, social, and political influences constraining and providing opportunities for the business organisation in the national and international context.

Indicative Content

- A methodology of analysing the firm's environment: PEST analysis
- The Firm's Operating Environment
- Forms of business organisations
- Government and markets: public and private ownership
- Government and business: extent and policy control of restrictive trading practices
- Government and the economy: objectives and instruments
- International influences: the balance of payments and exchange rates
- The concept and scope of the globalisation of business

SECTION C: MODULE OUTCOMES

On successful completion of the module, the student will be able to:	
1.	Obtain and interpret information relevant to an analysis of a firm's business environment.
2.	Assess the impact of government on the structure and operation of a business organisation.
3.	Demonstrate an understanding of the impact of changes in the business environment on business organisation and activity.

Key Skills Matrix		
	Developed	*Assessed*
Information Acquisition	⊠	⊠
Critical thinking, analysis and synthesis	⊠	⊠
Self-reflection	☐	☐
Communication Skills: Oral	⊠	☐
Communication Skills: Written	⊠	⊠
Information & Communications Technology (ICT)	☐	☐
Numeracy & Quantitative Skills	☐	☐
Problem Solving & Decision Making	☐	☐
Independent & Self-managed Learning	⊠	⊠
Working with Others	⊠	☐

SECTION D: MODULE STRATEGY

Employability / Career Development Statement

This module will help to enhance the students' employability skills in a number of ways. Emphasis is placed on student participation in discussions on current issues in the business environment. This develops their knowledge, discursive abilities and emotional intelligence. These are all characteristics required by employers.

Generic skills of research, communication and awareness of current affairs will also be enhanced. As part of the formative feedback sessions, students will be developing presentation skills and working in teams to research key topics.

Learning & Teaching Strategy

Interactive three hour seminars will be used to develop students' understanding of main issues of the national business environment. Key material will be presented by the tutor followed by student discussion and a research activity rounded off with student findings and conclusions.

The weekly sessions are interactive. Students are expected to familiarise themselves with the relevant materials in advance to ensure a meaningful contribution. Lecture notes, reading and presentation materials will be made available on the VLE to facilitate such familiarisation

Assessment Strategy

As this is a level 4 module, covering a range of topics, the assessment strategy is a portfolio, where students will be asked to complete a series of short reports relating to topical issues. There will be opportunities for formative feedback on these reports throughout the module, so that the students have a clear idea on requirements.
The first report (CW1) will be submitted in Week 8 enabling feedback prior to the final portfolio. The word count for this will be 500 words.
CW2 will be a portfolio which includes more short reports on key topics from the module. Overall word count will be 1500 words.

SECTION E: SCHEDULED LEARNING AND TEACHING

Notional Hours	
1 Credit is equivalent to 10 notional learning hours (30 credits = 300 learning hours). All hours should be calculated based on what an individual student might be expected to receive.	
Category (Please refer to QAA Guidance in completing this section)	*Total Hours*
Scheduled Learning and Teaching Activities (SLTA)	
Lectures (incl. virtual and face to face contact)	
Seminars (incl. virtual and face to face contact)	45
Tutorials – per individual student (incl. virtual and face to face contact)	
Project supervision (incl. virtual and face to face contact)	
Demonstration (incl. virtual and face to face contact)	
Practical classes and workshops	
Supervised time in studio/workshop/rehearsal space	
Fieldwork, e.g. survey work, data collection	
External visits, e.g. visits to sites, museums or collections	
Sub-total: SLTA	**45**
PLUS Guided Independent Study (GIS)	**105**
PLUS Placements / Study Abroad / Work based Learning	
TOTAL (Sub-total of SLTA plus GIS, plus Placements)	*150*

SECTION F: ASSESSMENTS

Summative Assessment Regime				
ID	KIS Category/Activity Type & Brief Description (Please refer to: QAA Guidance in completing this section)	Learning Outcomes Assessed	Weighting % or P/F	Indicative Week No.
CW1	Coursework: Portfolio: First of series of reports relating to overall topic of Global Business Environment. Word count 500 words	1,2,3	30	8
CW2	Coursework: Portfolio: Series of short reports relating to overall topic of Global Business Environment. Word count 1500 words	1,2,3	70	14
Module Pass Requirements: Standard Regs apply				

SECTION G: ACADEMIC RESOURCES

Key Texts
• Worthington, I. and Britton, C. (2014) The Business Environment. 7th ed. Harlow: Prentice-Hall
Journals (including e-Journals)
• The Economist
Databases
• Proquest • Emerald • Mintel
Websites
• Financial Times (www.ft.com)