

MODULE DESCRIPTOR

Please do not type in grey areas of the form. All fields should be completed. Checkboxes should be double-clicked and the default value set to Checked or Not Checked as appropriate.

SECTION A: MODULE DETAILS

| | | | | | | | | | | | | | | |
|-------------------------------|----------------------------------|-------------------------------------|-------------------------------|--------------------------|----|--------------------------|----|--------------------------|-------|-------------------------------------|-------|--------------------------|-------|--------------------------|
| Module Title | Introduction to Business Studies | | | | | | | | | | | | | |
| Short Title | IntroBus | | | | | | | | | | | | | |
| Module Code | FY021 | | Date of First Approval | February 2018 | | | | | | | | | | |
| Responsible Department | Bucks Business School | | Date of Version | February 2018 | | | | | | | | | | |
| FHEQ Level | Foundation (Level 0) | | Version No. | 1 | | | | | | | | | | |
| Credit Value | 30 (notional credits) | | Expected Length | 15 weeks | | | | | | | | | | |
| Status | Approved | | Regime of Delivery | Campus Based | | | | | | | | | | |
| Semester taught | S1 | <input checked="" type="checkbox"/> | S2 | <input type="checkbox"/> | S3 | <input type="checkbox"/> | SB | <input type="checkbox"/> | S1A | <input checked="" type="checkbox"/> | S2A | <input type="checkbox"/> | SBA | <input type="checkbox"/> |
| | T1 | <input type="checkbox"/> | T2 | <input type="checkbox"/> | T3 | <input type="checkbox"/> | T4 | <input type="checkbox"/> | Other | <input type="checkbox"/> | Other | <input type="checkbox"/> | Other | <input type="checkbox"/> |

SECTION B: MODULE DESCRIPTION

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| Brief Description |
| <p>This module introduces the student to the different business functions within an organisation. These functions include Finance, Marketing and HR. The module will also introduce the concept of the business environment, so that students begin to appreciate the factors which impact on businesses, both internal and external.</p> <p>Students will be provided with a sound foundation in terms of the knowledge and skills required in business. The module also equips the students with appropriate business language and terminology so that they will be able to undertake successfully future modules in undergraduate programmes in the areas of Business and Management.</p> |

Indicative Content

- Business Environment
 - Internal and external factors
 - Globalisation of business
 - Corporate Social responsibility
 - How business functions work together
- HR/Managing people
 - Management and Leadership
 - Motivation
 - Role of line manager and HR manager
- Marketing
 - Marketing in Business
 - Market research
 - Customer's needs
- Finance
 - Introduction to Accounting and Finance
 - Sources of finance for different business purposes
 - Budgets and financial planning
- Business skills
 - Teamwork
 - Communication skills
 - Emotional Intelligence

All of these business concepts can be applied to different contexts.

SECTION C: MODULE OUTCOMES

On successful completion of the module, the student will be able to:

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| 1. | Describe the role of HR, Marketing and finance functions within organisations |
| 2. | Develop an understanding of collaborative working practices |
| 3. | Demonstrate an understanding of the main factors, both internal and external, which impact businesses. |
| 4. | Demonstrate knowledge of the role of financial management and reporting within the organisation. |
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Key Skills Matrix (double click boxes for all that apply)

| | <i>Developed</i> | <i>Assessed</i> |
|---|-------------------------------------|-------------------------------------|
| Information Acquisition | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Critical thinking, analysis and synthesis | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Self-reflection | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Communication Skills: Oral | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Communication Skills: Written | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Information & Communications Technology (ICT) | <input type="checkbox"/> | <input type="checkbox"/> |
| Numeracy & Quantitative Skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Problem Solving & Decision Making | <input type="checkbox"/> | <input type="checkbox"/> |
| Independent & Self-managed Learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Working with Others | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

SECTION D: MODULE STRATEGY**Employability / Career Development Statement**

Employers are seeking people, with a set of appropriate skills, knowledge and personal attributes, who can effectively and confidently address the needs and problems of organisations, users and clients. The **Key Skills Matrix** summarises the variety of skills developed within this module that are transferable to workplace contexts, such as communication skills, numeracy skills, problem solving and working with others. At University, these skills can be gradually developed and applied within the course curriculum and elsewhere, such as part-time jobs and voluntary work.

At level 0, there is an important emphasis on students gaining a fundamental understanding of their discipline (knowledge and comprehension). This module seeks to help students develop a strong self-awareness and the key skills and abilities required by employers as well as the abilities required for undergraduate study.

Students on a Foundation year will also be developing the academic skills required to be an effective learner, in preparation for progressing to study at level 4, and in readiness for engaging with lifelong learning and taking responsibility for their continuing professional development

Learning & Teaching Strategy

A varied approach to teaching will be used in this module based around lectures, tutorials, practical activities and workshops. The students will also be given guided self-study and will be required to supplement this with independent learning and research.

Lectures:

The term 'lecture' is used here in its broadest sense, to include tutor-led presentations and demonstrations of the core content, which is further explored in a range of interactive and integrated student activities; this may include the discussion of case studies and real-life problems to link theory and practice. Related exercises will be distributed so enabling students to both reinforce and evolve their appreciation of the material covered, incorporating a mixture of individual and group work.

Project Supervision:

One of the learning outcomes for the module is about collaborative working. IN order to encourage this and ensure students have time and space to meet and work together, there will be timetabled sessions where the tutor will be available, but this time will be used to focus on the collaborative elements needed for the assessments.

Guided Independent Study:

It is acknowledged that there are challenges to developing the ability to study independently; accordingly, this process will be incrementally structured and scaffolded via appropriately designed activities. The module will also be fully supported by the 'Virtual Learning Environment' (VLE) in a blended approach. This will enable the module participants to obtain access to material and resources on a 24/7 basis along with opportunities for further tutor and peer support, for example via the VLE's group discussion facilities.

Tutor Advice and Feedback:

Tutors will offer students frequent opportunities to discuss their progress, including reviews of their work, where relative strengths and weaknesses are examined, and areas requiring reflection and further improvement are identified. This supportive engagement helps to clarify what "good performance" is, and also encourages, motivates and directs students towards achieving their full potential. It is critical for these students that formative assessments (linked to the summative assessment) are used throughout the module to ensure there are opportunities to assess learning and therefore guide students to relevant support should it be deemed necessary

Assessment Strategy

It is critically important that students on the Foundation year have the opportunity for feedback throughout the modules, rather than waiting until an assessment at the end of each module. Therefore a patchwork assessment strategy will be used. This will enable students to adopt a portfolio approach to their assessment. The assessments will include;

- a group presentation,
- creating a poster,
- a case study
- a report on one specific business function (HR, Marketing, Finance, Business Management) including a brief project proposal and rationale.

These will be completed throughout the module, and although a mark will not be awarded until the end of the module, detailed formative feedback will be provided together with the opportunity for the student to resubmit work until the final deadline providing formative developmental opportunities.

SECTION E: SCHEDULED LEARNING AND TEACHING

| *Notional Hours | |
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| 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. | |
| <i>Category (Please refer to QAA Guidance in completing this section)</i> | <i>Total Hours</i> |
| Scheduled Learning and Teaching Activities (SLTA) | |
| Lectures (incl. virtual and face to face contact) | 26 |
| Seminars (incl. virtual and face to face contact) | 26 |
| Tutorials – per individual student (incl. virtual and face to face contact) | |
| Project supervision (incl. virtual and face to face contact) | 26 |
| 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 | 78 |
| PLUS Guided Independent Study (GIS) | 222 |
| PLUS Placements / Study Abroad / Work based Learning | |
| TOTAL (Sub-total of SLTA plus GIS, plus Placements) | 300 |

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: Patchwork assessment incorporating different activities throughout the module with associated reflection | 1 – 4 | 100% | 15 |

Module Pass Requirements:

Standard Regs apply

SECTION G: ACADEMIC RESOURCES

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| Key Texts (<i>Maximum of 3</i>) |
| <ul style="list-style-type: none">Ebert, R.J. and Griffin, R.W. (2017) Business Essentials. 11th ed. New Jersey: Prentice Hall. (e-book available through library)McLaney, E. and Atrill, P. (2017) Accounting and Finance for Non-Specialists. 9th ed. London: Pearson. (e-book available through library) |
| Journals (including e-Journals) (<i>Maximum of 3</i>) |
| Not considered appropriate for this level. |
| Databases (<i>Identify core resource databases which will support delivery and which may require a subscription cost to be maintained. Maximum of 3</i>) |
| <ul style="list-style-type: none">MintelTGI |
| Websites (<i>Maximum of 3. Please include URL and name of website</i>) |
| <ul style="list-style-type: none"> |