

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

This module explores the world of business using economic principles, analysis and techniques. Together we will visit a range of basic microeconomic and macroeconomic concepts and attempt to apply them to real examples. We will encounter new and alternative ways of understanding the business environment. The analytical skills and broadened perspective you are expected to acquire in this module will enhance your ability to understand your world, lead and manage change at immediate and wider levels, and contribute meaningfully to your chosen endeavours.

Some of the topics to be covered during semester:

- How economist make decisions
- Main market Structures and Demand
- Supply and Equilibrium
- Price Elasticity and its importance in business
- Costs and Profit Maximisation
- Role of money in an economy
- Inflation and Unemployment
- Monetary and Fiscal Policy
- International economy

Aims of the Module

The aims of the module are to help students Develop an awareness of the economic environment in which business operates, within a local, national and international setting. Acquire transferable knowledge and develop key skills in areas of economic analysis. Develop awareness of the range of techniques/methodologies used in analysing information and synthesising data about the economic environment. Build awareness of the role played by international institutions and national governments in the global business arena. Develop skills in evaluating the contribution and effectiveness of economic analysis to business success.

1.3 Learning outcomes to be assessed

By the end of this module you will be able to:

LO1 Analyse and critically evaluate economic frameworks and their role in the development of business strategies.

LO2 Define and apply appropriate analytical tools for identifying and developing business opportunities.

LO3 Critically evaluate a government's role in the economic arena.

LO4 Assess the significance of economic data within the business environment and be able to use appropriate techniques.

LO5 Articulate and communicate effectively information about complex economic and political issues.

1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours
Independent Study Hours	158 hours
Total Learning Hours	200 hours

2 Assessment and feedback

Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Weighting	Pass Mark	Submission due-date & time	Method of Submission & Date of Feedback
Online MCQ Test (Blackboard)	1 hour 30 minutes	50%	40	Week 7	Immediate online submission. Feedback and grades will be available 15 working days after online test
Written Assignment (report)	1500 words +/- 10%	50%	40	Week 14	In 15 working days after sitting the exam

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Essential Reading

Garratt, D. Sloman, (2016) Essentials of ECONOMICS. 7th ed. London: Pearson

Further Reading

For additional background reading on areas that may not be mainstream in the overall economy of this module, and yet remain of fundamental importance for an understanding of many contemporary issues, the following books may prove useful:

Allen, F. and Gale, D. (2009) Understanding Financial Crises. Oxford: Oxford University Press.

Clark, A. (2010) Organisations, Competition and the Business Environment, 2nd ed. Harlow: Prentice Hall.

Das, S.(2010) Traders, Guns & Money, Harlow: Pearson.

Friedman, T (2006) The World is Flat. The Globalised World in the Twenty-First Century. London: Penguin Books.

Heather, K. (2004) Economics: Theory and Action. Harlow: Prentice Hall.

Lowenstein, R. (2002) When Genius Failed. London: Harper Collins.

Mishkin, F. and Eakins, S. (2009) Financial Markets and Institutions. 6th ed. Boston: Pearson.

Munchau, W. (2010) The Meltdown Years. The Unfolding of the Global Economic Crisis. New York: McGraw-Hill.

The following websites also come in handy:

www.eiu.com	The Economist Intelligence Unit
www.euromonitor.com	Euromonitor consumer markets
www.europa	EU statistics and reports
www.oecd.org	OECD statistics and reports
www.statistics.gov.uk	UK government statistics
http://europe.eu.int	EU statistics

Other useful blogs (from other sources) include

<http://krugman.blogs.nytimes.com/> (Paul Krugman's blog)

<http://www2.gsb.columbia.edu/faculty/jstiglitz/Crisis.cfm> (Joe Stiglitz' blog)

Students are encouraged to keep up with the latest business and economics news

Information about Apps for your iPad or iPhone available from:

- The Economist <http://www.economist.com/digital/apps>
- Bloomberg <http://www.bloomberg.com/mobile/>
- Reuters <http://uk.reuters.com/tools/mobile>

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.